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ABSTRACT

The annual evaluation of a Texas regional resource center is presented. The center provides training and technical assistance for school district personnel participating in programs for limited English proficient (LEP) students. Federally funded and housed in the Southwest Educational Development Laboratory, it serves 800 school districts with a LEP enrollment of 194,019 students. It also coordinates activities and services with other agencies serving this population. The report describes the center's administrative structure, staffing, and program design, which include an English literacy resource collection, provision of 141 training and technical assistance sessions, including 93 workshops during the contract year, 1,278 consultations to local education authorities and other entities, and one course for college credit, in cooperation with the University of Houston, Texas. Data on the enrollment, length, content, participants, and results of the workshops are summarized, and other coordination and outreach activities are described. The substantial appended materials include a needs assessment survey, forms and agreements, a workshop schedule, one workshop's agenda and evaluation form, and information on coordination with other agencies. (MSE)

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SEDL/Multifunctional Resource Center
Service Area 8

Annual Performance Report
October, 1992- September, 1993

Southwest Educational Development Laboratory

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SEDL/MULTIFUNCTIONAL RESOURCE CENTER
Service Area 8

ANNUAL PERFORMANCE REPORT
October, 1992 - September, 1993

CONTRACT NUMBER
T292010008

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September, 1993

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MRC ANNUAL PERFORMANCE REPORT

This report presents information on the activities of the Southwest Educational Development Laboratory's Multifunctional Resource Center (SEDL/MRC), Service Area 8, located in Austin, Texas, during the contract year 1992-93.

I. EXECUTIVE SUMMARY

The Service Area 8 Multifunctional Resource Center (MRC), under contract with the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), provides training (T) and technical assistance (TA) to school personnel participating in, or preparing to participate in, programs for Limited English Proficient (LEP) students within the 13 education service center (ESC) regions that comprise the MRC-North area of Texas.

State public school enrollment statistics show that Hispanics account for 34.9%, African Americans for 14.3%, and Asian/American Indian for 2.4%. Of the 398,777 LEP students that comprise 11.3% of the total enrollment (3.54 million), 93% are Hispanics, 4% are Asians, and 3% are others. Of these, 48% are served in bilingual programs, 35% in ESL programs, 6% in bilingual/ESL special education, and 11% in other programs. About 30% of all Hispanic students and 17% of all Asian students are identified as being LEP students.

The SEDL/MRC is responsible for serving 800 school districts (75% of the 1,065 public school districts in Texas), of which 545 (71%) serve LEP students. T/TA services are primarily provided to 14 Title VII Classroom Instructional Projects (CIPs) in 11 districts, 96 LEAs with bilingual education programs, and 449 LEAs that have English as a Second Language (ESL) programs. The total LEP enrollment in Service Area 8 is 194,019 (49% of the state total), of which Hispanics account for 88%, Asians for 6.4%, and other groups for 5.6%. Within Service Area 8, 38% of the LEP students are served in bilingual education programs, 44% in ESL programs, 6% in bilingual or ESL special education, and 12% in other programs.

SEDL/MRC services include outreach and coordination activities with other educational and service agencies, such as the Texas Education Agency (TEA), ESCs, IHEs, and other Title VII and Non-Title VII projects and organizations. Specifically, coordination is achieved with the one Title VII Non-CIP grantee, the 16 Title VII teacher-training Education Personnel Training projects, two Title VII Short-Term Training Projects, five Fellowship Programs, 29 IHEs that offer bilingual and ESL teacher training programs, and the more than 40 other federal, state, and private agencies that provide services to LEP students, their parents, and their teachers.

A special responsibility is gathering, cataloguing, and sharing information in its assigned special focus area: English Literacy for LEP Students. Holdings include 6,024 major items, including 4,633 books and similar materials, and 1,391 articles. All are contained in a computerized resources file.

The SEDL/MRC is operated by a professional staff of six persons, comprising 4.1

FTE, and a secretarial staff consisting of 1.0 FTE. A regional network of 40 staff associates and consultants, based in universities, school districts, and private firms, assists the professional staff in providing training. Staff is located in a 1786 square foot facility on the fourth floor of the 13-story Southwest Tower office complex. The facility consists of six office areas, the reception-secretarial-work station area, and the Resource Center. In addition, conference and training facilities are available on the second and fourth floors of the SEDL office complex. State of the art telecommunications, personal computers, and copying and graphics equipment are available for staff use.

During the first 11 months of 1992-93 (October 1992-August 1993), the SEDL/MRC provided 127 T/TA sessions, including 79 workshops and 48 technical assistance, plus 1,278 consultations to LEAs and other entities. T/TA sessions were provided to 118 unique school districts, six education service centers, five universities, and two professional organizations. Participation totaled 2,708, including 2,464 in workshops and 244 in TA sessions. With the 14 workshops scheduled for September, the total of T/TA sessions becomes 141, the projected attendance reaches 3,200 and the number of unique districts/entities increases to about 160.

Of the 127 T/TA sessions through August, Title VII CIPs received 40% and Non-Title VII projects 60%. Onsite T/TA was provided to 79% of the CIPs, multi-district training to 100%, and consultations to 100%. With the 14 September workshops, Title VII projects will have received 37% and Non-Title VII 63% of T/TA services for the year.

Of the 79 workshops offered through August, 58% involved 20 or fewer participants and 63% lasted for more than three hours. The mean attendance was 23 and the mean length four hours (the median was three hours). Forty-eight percent (48%) of the workshops spanned six hours or more.

Topics for the 79 workshops varied. Thirty-four percent addressed ESL topics, 14% Language Learning Strategies, and 13% Literacy Course. Other topics included: 4% Language Arts/Thinking Skills, 4% Professional Seminar, 4% Parent Training, 4% Cooperative Learning, 3% Trainer of Trainers, 3% Whole Language, 3% Classroom Assessment, 3% Classroom Management, and 11% Special Topics, which included thematic instruction, thematic units, multicultural education, special education, and implementing Bil/ESL programs. The 48 TA sessions addressed program and staff planning.

Teachers participated in 83% of the T/TA sessions and accounted for 70% of all T/TA participants. Administrators attended 63% of the sessions and comprised 18% of the participants. Instructional aides were in 6% of the sessions and accounted for 6% of the participants. Parents were involved in 2% of the sessions and accounted for 6% of the participants.

The responses of the participants in the workshops have been very positive. With 91% of the workshops (78 of 79) being evaluated, approximately 76% of workshop participants provided end-of-workshop ratings, and 93% of the responses on the Workshop Evaluation Form were "4," the highest rating on the 0-4 rating scale. The overall mean rating is 3.7. Non-Title VII and Title VII LEAs rated workshops equally positive. Workshops with fewer participants (less than 30) and longer workshops (over three hours) are rated highest.

The total instructional time for the year in the 141 T/TA sessions totals 680 hours. Sixty-one percent of the T/TA sessions were conducted during the first six months.

A Follow-up Evaluation Questionnaire was sent to all LEAs requesting services. Responses were received from 18 directors (3 Title VII and 15 Non-Title VII) and 6 superintendents (0 Title VII and 6 Non-Title VII) responded. Ratings were highly positive, and comments indicated the positive effect of SEDL/MRC training upon morale, motivation, and instruction.

The SEDL/MRC staff organized and taught, through coordination with the University of Houston, an academic credit ESL course during weekends for 15 teachers from a Title VII LEA seeking bilingual/ESL endorsement. Over the past three years, the SEDL/MRC academic training model has provided eight college credit courses, under the auspices of three IHEs, for 119 teachers from nine school districts. Also, the SEDL/MRC provided three workshops in two IHEs and an outreach workshop for 75 university and LEA persons at the annual meeting of the National Association of Bilingual Education.

Other coordination/outreach activities included: (a) the conduct of the Annual Regional Workshop for Title VII and Non-Title VII LEAs; (b) the delivery of a Turnkey Workshop on "Integrated Instruction" for representatives of regional ESCs, who have scheduled, thus far, four workshops for teachers and administrators in their regions; (c) the expansion of the Texas Superintendent's Leadership Council with an "open agenda" for addressing statewide issues dealing with the education of LEP children; (d) the development of the Principal's Group to provide guidance on the training needs of principals, especially in conjunction with the Summer Institute and the Annual Regional Workshop series; (e) staff exchange with one sister MRC; (f) participation in OBEMLA-sponsored Information Sharing Meetings; and (g) participation by the Director on the Governor's Task Force on Early Childhood Education.

For the year, the SEDL/MRC will have provided 141 T/TA sessions and one outreach session with a projected participation of 3,208 persons, from 155 unique school districts and 15 other entities, including ESCs, IHEs, and related organizations.

II. MAJOR ACCOMPLISHMENTS AND ACTIVITIES

This section presents information on (a) the characteristics of the service area, which includes 13 of the 20 education service center regions in Texas; (b) the organization and operation of the SEDL/ Multifunctional Resource Center (SEDL/MRC); (c) the nature and outcomes of MRC activities; and (d) an assessment of the role of the MRC in assisting the state education agency, i.e., the Texas Education Agency (TEA) and local education agencies (LEAs) in improving project management and methods of instruction in the state.

General Service Area Summary

Federally-Funded Projects

During 1992-93, there were 14 Title VII Classroom Instructional Projects (CIPs) in operation in Service Area 8. In addition, there was 1 Non-Classroom Instructional Project (Non-CIPs) and 11 Institution of Higher Education (IHE) Training Projects in operation during 1992-93, the first year of operation of the SEDL/MRC under the current contract. Exhibit 1 presents a summary of the types of projects within Service Area 8 in 1992-93.

Of the 14 CIPs that comprised the highest priority for SEDL/MRC services, 10 were Transitional Bilingual projects, 3 were Special Alternative projects, and 1 was a Developmental Bilingual project. Four of the 14 (29%) projects were new projects (i.e., first-year of funding), and 10 (71%) were continuation projects. Of the four first-year CIPs, two were Transitional projects, one was a Special Alternatives project, and one was a Developmental Bilingual project. Four of the 14 (29%) CIPs were in their fifth and final year of funding.

Exhibit 1

Types of Title VII Grants for 1992-93

I. Classroom Instructional Projects (N=14)

A. Transitional Bilingual: 10
- 1st Year: 2
- 2nd Year: 2
- 3rd Year: 2
- 4th Year: 0
- 5th Year: 4

B. Special Alternative: 3
- 1st Year: 1
- 2nd Year: 1
- 3rd Year: 1

C. Developmental Bilingual: 1
- 1st Year: 1

II. Non-Classroom Instructional Projects (N=1)

A. Academic Excellence: 1
- 2nd Year: 1

B. Special Populations & Family English Literacy: 0

III. Training Grants (N=18)

A. Educational Personnel Training: 11
- Year 1 of 1: 2
- Year 1 of 3: 3
- Year 2 of 3: 4
- Year 3 of 3: 2

B. Short-Term Training: 2
- Year 1 of 1: 1
- Year 2 of 3: 1

C. Fellowship Programs: 5
- Year 1 of 3: 1
- Year 3 of 3: 4

Geographically, the 14 CIPs are distributed among North Texas (N=2), East Texas (N=8), Central Texas (N=4), and West Texas (N=0).

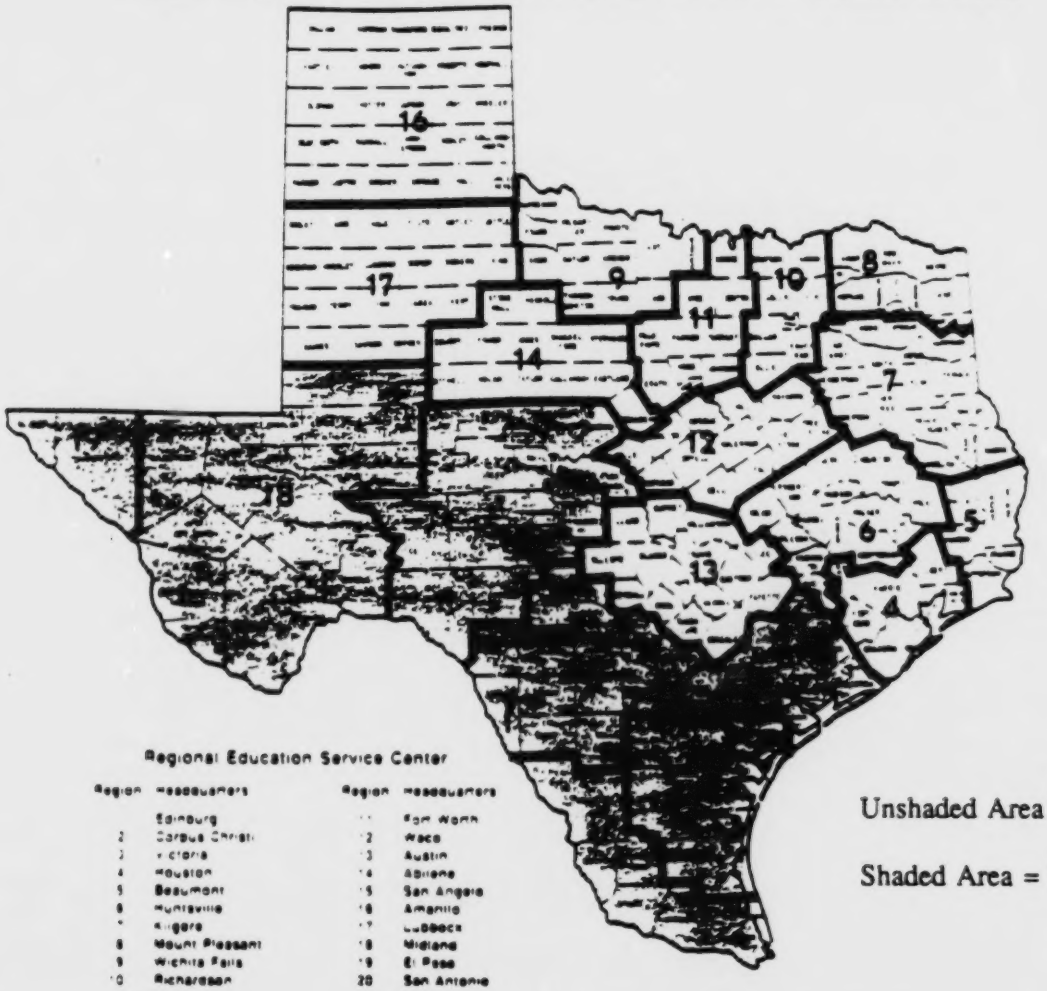
The Classroom Instructional Projects serve mainly Hispanic students, although Asian students are served in some of the East, Central, and North Texas projects. Hispanic students comprise 93% of the Limited English Proficient (LEP) students in Texas public schools.

In consideration of the geographical distances and regional ethnic diversity within Texas, the state is organized into 20 education service regions specified by the State Board of Education of Texas. Each region is served by an Education Service Center (ESC) which provides a variety of instructional services to regional school districts while maintaining coordination with the Texas Education Agency located in Austin. For certain purposes, the 20 ESCs are grouped into Super Regions: South, East, North, Central, and West. Exhibit 2 shows the MRC Region 8 service area (unshaded area) which incorporates 13 of the 20 ESCs in the state. The MRC 8 region includes all but ESCs 1, 2, 3, 4, 15, 18, 19 and 20, which comprise the MRC 9 Region. In addition, the number of first-year and continuation Title VII CIPs located in each of the Super Regions is indicated.

As can be noted in Exhibit 2, about half (57%) of the CIPs are located in the East Super Region, 29% in the Central Super Region, and 14% in the North Super Region. No CIPs are in the West Super Region that includes only ESCs 16 and 17 in the panhandle area (Amarillo and Lubbock) of Texas.

Exhibit 2

Super Regions Encompassing the Education Service Centers in Texas



Unshaded Area = MRC 8 Region

Shaded Area = MRC 9 Region

Super Regions		First Year CIPs	Continuation CIPs	Total CIPs	% CIPs
South:	1, 2, 3, 20	(The South Region is not Served by MRC 8)			
East:	4, 5, 6, 7	4	4	8	57
North:	8, 9, 10, 11	0	2	2	14
Central:	12, 13, 14	0	4	4	29
West:	16, 17	0	0	0	0
Totals		4	10	14	100

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Non-Federally Funded Projects

Texas legislation requires school districts with 20 or more Limited English Proficient (LEP) students from one home-language minority group at a given grade level to offer bilingual education programs at the elementary level (grades K through 5 or 6) and English as a Second Language Program (ESL) at the secondary level. Although districts that have fewer than 20 LEP students at a given grade level may choose to provide bilingual programs at either (or both) the elementary and secondary levels, these districts, at a minimum, must offer ESL programs for all LEP students regardless of the number of LEP students either at a given grade level or within the school population in general.

Texas has approximately 1,100 school districts (1,065 independent and consolidated school districts plus 29 special districts, i.e., military and state schools). Total enrollment in the 1992-93 school year was 3,541,769 in Pre-Kindergarten through Grade 12. This total represents an increase of 81,391 students, a gain of about 2.4% over the previous year (1991-92). The non-Anglo enrollment was 51.6% of the total enrollment.

According to the Texas Education Agency's *Bilingual Education Fall Survey, 1992-93*, issued in June 1993, the current number of identified LEP students in the state is 398,777, an increase of 37,662 students relative to 1991-92. The current LEP student enrollment constitutes 11.3% of the public school population. This percentage has been about 9% during the past six years.

Currently, 183 districts operate state-supported bilingual education programs (TEA Report, *Bilingual Programs in Texas*, March 1993). Also, 585 districts provide ESL programs. Approximately 300 of the 1,065 regular Texas school districts offer neither bilingual nor ESL programs, either because they do not have LEP students or because they serve small numbers of LEP students in regular or special programs (e.g. Compensatory

Education or Chapter 1). LEP students have been identified in 768 districts, about 72% of all Texas districts.

Demographic and Linguistic Characteristics of LEP Students

Since the 1990-91 school year, the non-Anglo student enrollment in Texas public schools accounts for more than half of the total enrollment. During 1992-93, Anglo students accounted for 48.4%, Hispanics 34.9%, African-American 14.3%, Asian/Americans 2.2%, and Native Americans .2%.

Even though Anglo enrollment has been increasing numerically since 1990, it has been decreasing as a percentage of total enrollment since 1986. Meanwhile, Hispanic and Asian enrollments have been increasing both numerically and percentage-wise. Asian enrollment has increased 21%, or 12,262 students, since 1987-88 and now totals nearly 77,000. Hispanic enrollment has increased by 217,797 students since the 1987-88 school year and now numbers 1.237 million, an increase of 21% since 1987-88. Data for the past six years are shown in Exhibit 3. According to state-level projections, Non-Anglo enrollment will continue to increase, both numerically and as a percentage of the total public school enrollment. The enrollment increase is expected to increase the number of LEP students in the state, especially in the interior areas and the larger cities.

Exhibit 3

Annual Texas Student Enrollment and Ethnicity, 1987-93

Ethnicity	1987-1988 Enrollment	1988-1989 Enrollment	1989-1990 Enrollment	1990-1991 Enrollment	1991-1992 Enrollment	1992-1993 Enrollment
Anglo	1,675,361 (51.8%)	1,671,905 (50.9%)	1,670,215 (50.2%)	1,676,008 (49.5%)	1,695,351 (49%)	1,712,606 (48.4%)
Hispanic	1,019,808 (31.5%)	1,061,183 (32.3%)	1,100,589 (33.1%)	1,145,765 (33.9%)	1,190,898 (34.4%)	1,237,605 (34.9%)
African American	476,847 (14.7%)	483,363 (14.8%)	488,034 (14.7%)	487,076 (14.4%)	495,383 (14.3%)	506,386 (14.3%)
Asian	59,628 (1.8%)	61,755 (1.8%)	63,821 (1.8%)	67,743 (2.0%)	71,890 (2.1%)	76,831 (2.2%)
Native American	5,223 (0.2%)	5,493 (0.2%)	5,722 (0.2%)	6,295 (0.2%)	6,856 (0.2%)	8,341 (0.2%)
Total	**3,236,867 (100.0%)**	**3,283,699 (100.0%)**	**3,328,381 (100.0%)**	**3,382,887 (100.0%)**	**3,460,378 (100.0%)**	**3,541,769 (100.0%)**

In the 1992-93 school year, LEP students numbered 398,777, an increase of 37,662 (10.4%) relative to 1991-92. This is a dramatic increase in the number of LEPs. During the five-year period 1986-92 (base of 268,264 in 1986-87), LEP enrollment increased by 52,680 students or 19.6%. The average *annual* increase in the number of Texas LEP students since 1986-87 has been about 10,500 students, or about 4.0% annually. The dramatic increase of 10% in 1992-93 is due to immigration and improved identification and accounting of LEPs by districts.

Of the 398,777 identified LEP students in 1992-93, 324,409 (81%) were in grades PreK through 5, and 74,368 (29%) were in grades 7-12.

While LEP students constitute 11.3% of the total school population, Hispanic students comprise 93.2% of all identified LEP students. Asian students, primarily Vietnamese, account

for 3.3%, and other groups for 3.5%. Approximately 30% of all Hispanic students are classified as LEP students, while about 17% of Asian students are so classified.

Service Area 8, served by the SEDL/MRC, includes 800 or 75% of the 1,065 school districts in Texas with a population of 2,523,823, or 71.4% of the total state public school enrollment. This Service Area includes 194,011 LEP students, or 48.7% of the nearly 400,000 LEP students in the state. The LEP population within the Service Area includes 43% of the state's Hispanic LEP students, 95% of all Asian LEP students, and 78% of all other categories of LEP students in the state.

Service Area 8 includes 545 (71%) of the 768 school districts in Texas with LEP students. LEP students are served by bilingual programs in 96 districts and by ESL programs in 449 of the 585 districts. In terms of program services, the MRC serves districts with 53% of the bilingual programs (96 of 183 districts) and 77% of ESL programs (449 of 585 districts) in the state.

LEP students within Service Area 8 are served in a variety of programs, including bilingual, ESL, special education, and other programs. Approximately 38% are served in bilingual programs and about 44% in ESL programs. Also, 10% are served in regular or special arrangements, primarily due to the shortage of bilingual and ESL teachers (4%) and parent denials (6%). Finally, 6% are enrolled in bilingual/ESL special education and 2% in regular special education. Overall, 88% of the LEP students are participating in bilingual/ESL instruction, and 12% are being served in other programs, including regular special education.

A summary of Service Area 8 demographics, compared with state data, is presented in Exhibit 4.

Exhibit 4

Demographic and Linguistic Characteristics of MRC Service Area 8

	State	MRC 8 Region
Total Enrollment	3,541,769	2,523,823 (71%)
Total Districts	1,065	800 (75%)
Total ESC Region	20	13 (65%)
Total Districts with LEPs	768	545 (71%)
Districts with Bilingual Programs	183	96 (53%)
Districts with ESL Programs	585	449 (77%)
Total Number LEP Students	398,777	194,019 (49%)
Percent Hispanic LEPs	93.2	88.0
Percent Asian LEPs	3.3	6.4
Percent Other LEPs	3.5	5.6
Percent LEPs served in Bilingual Programs	48	38
Percent LEPs served in ESL Programs	35	44
Percent LEPs served in Bilingual/ESL Special Education Programs	6	6
Percent LEPs served in Special Education	2	2
Percent LEPs served in Other Programs	9	10
Number IHEs offering Bilingual/ESL Programs	41	29 (71%)
Number of CIPs (1992)	45	14 (31%)
Number of Non-CIPs (1992)	7	1 (14%)
Number of Training Grants (1992)	26	16 (62%)

In summary, 82% of the LEP students in Service Area 8 are served in bilingual/ESL programs, 6% in Special Education/Bilingual or ESL programs. The other 12% are served in regular special education and other programs (e.g. regular classrooms, Chapter 1), largely due to parent denials and a shortage of bilingual/ESL teachers.

In planning the delivery of services to programs serving LEP students, the SEDL/MRC has had to consider the fact that its region: (a) has a large number of small, semi-urban, and rural school districts, (b) has LEP students in 71% of the school districts, (c) contains seven

of the 10 largest cities in Texas, and (d) has 95% of Asian LEPs, 43% of Hispanic LEPs, and 78% of other LEPs. The diversity of language groups in Texas and especially in Service Area 8 can be seen in Exhibit 5.

Although only 1991 data are available, Exhibit 5 shows the 768 of the 1,065 districts (72%) serving LEP students, including the 545 districts served by the SEDL/MRC, classified by ESC region. These data point to the magnitude of the service delivery task confronting the SEDL/MRC, both in terms of serving the large number of LEP students from different language groups, but also of addressing the needs of both the larger districts with many LEP students and the many smaller districts with relatively few LEP students at each grade level within the 13 ESC regions.

Exhibit 5

LEP Students by Language Group in ESC Regions (1991 Data)

ESC	Districts (Total)	Districts (W/LEPS)	Cambodian	Chinese	Korean	Laotian	Other	Spanish	Vietnamese	Total
1	39	36	-	8	8	2	571	91,759	5	92,353
2	43	37	1	5	5	11	155	8,174	71	8,422
3	41	32	-	24	-	-	65	1,380	129	1,598
20	50	45	6	37	62	22	1,195	25,973	115	30,410
*4	56	47	246	718	246	106	3,098	62,205	2,895	69,514
*5	29	13	3	6	-	2	145	450	469	1,075
*6	59	39	3	53	36	-	88	2,127	21	2,328
*7	98	64	-	8	-	-	30	2,852	8	2,898
*8	49	22	5	4	2	-	19	560	5	595
*9	40	18	-	2	2	1	44	310	52	411
*10	79	52	361	447	430	394	3,762	29,662	1,141	36,197
*11	79	63	90	132	79	275	703	10,626	905	12,810
*12	80	48	-	7	93	1	96	1,750	30	1,977
*13	59	49	27	130	99	6	291	8,943	244	9,740
*14	43	28	10	2	1	1	19	1,100	4	1,137
15	45	30	2	5	-	6	23	2,685	7	2,728
*16	68	44	-	3	1	172	390	2,844	117	3,527
*17	61	58	-	20	13	-	139	4,164	10	4,346
18	34	30	2	5	-	-	226	7,301	14	7,548
19	13	12	-	-	-	-	254	31,070	6	31,330
Total	1,065	768	756	1,616	1,077	999	11,313	298,935	6,248	320,944
%	-	-	0.2	0.5	0.3	0.3	3.5	93.2	2.0	100%

*Included in Service Area 8

Geographically, Hispanics are concentrated in South, Central, and West Texas. However, the influx of immigrants and refugees from Mexico and Central and South America has increased the Hispanic population throughout the state. During the past several years, Hispanic settlements have developed in North and Northeast Texas, two regions where bilingual education is relatively new. Also, concentrations have increased in the metropolitan and near-metropolitan areas. Asians are primarily clustered in the Gulf Coast regions of East and South Texas, with smaller settlements in the other regions of the state. American Indians are concentrated in the Dallas area. In areas such as Houston and Dallas, the large number of LEP students of different language minority groups prompts the use of ESL programs.

Organization of the SEDL/MRC

The Southwest Educational Development Laboratory (SEDL) is located in Austin, Texas, with offices in the Southwest Tower Building in the city's downtown commercial area. Housed on the fourth floor of the Southwest Tower Building, the SEDL/MRC is convenient to the State Capitol Complex, the Texas Education Agency (TEA), and The University of Texas at Austin. Close proximity to such agencies facilitates and encourages coordination between the SEDL/MRC staff and TEA personnel and facilitates the use of the professional resources, both people and materials, at The University of Texas.

The staff of the SEDL/MRC includes Dr. Betty Mace-Matluck, Director; Maggie Rivas and Criselda Garza, Senior Training/Technical Assistance Associates; Linda Casas and Suzanne Ashby, Training and Technical Assistance Associates; Paul Liberty, Senior Evaluation Associate; and Judy Waisath, Administrative Assistant. The professional staff members comprise 4.1 FTE and the secretarial staff one FTE. A cadre of 11 staff associates and 29 consultants assist the core staff in providing training to school personnel and parents. Staff associates and consultants are located in universities (N=27), school districts (N=9), and

other consultant agencies (N=4). The staff associates and consultants, identified in Exhibit 6, are selected for their demonstrated expertise in providing training in bilingual education/ESL and for their leadership positions in educational communities within various regions of the state. The use of associates and consultants not only extends the service capabilities of the MRC in a cost-effective manner, but also builds a network of regional expertise in special language assistance programs that will continue into the future. Thus, the organization of the SEDL/MRC achieves both state-level coordination and a regional focus on services, while at the same time, promoting the capacity-building intent of the Title VII legislation.

The SEDL/MRC core staff members, staff associates, and consultants utilize professional materials from five main sources in accomplishing the work of the MRC: the SEDL/MRC Resource Center, the SEDL educational library, the resource libraries at The University of Texas at Austin and the Texas Education Agency, the professional resources available to staff associates and consultants at their home institutions and agencies, and a variety of project-developed materials.

Exhibit 6

Staff Associates/Consultants Addresses and Phone Numbers

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The SEDL/MRC Resource Center currently contains more than 6,024 catalogued items. Of these, about 4,633 are in the form of books and other educational materials. In addition, the collection of resource articles contains 1,391 items that are classified by topic area. The article collection includes journal articles, directories, mini-bibliographies, monographs, and other similar materials. These items primarily deal with bilingual education, teaching English as a Second Language, and topical titles in related educational areas.

While the Resource Center incorporates materials for planning and organizing the delivery of training and technical assistance, it also includes materials that address the SEDL/MRC's information-gathering and sharing responsibility within the MRC network. The SEDL/MRC's assigned area of specialization is English Literacy for LEP Students. While the Resource Center is not organized as a "lending resource," staff associates, consultants, and interested school personnel use the center for gathering information for their educational presentations and projects and for their own professional growth. Through August, 1993, approximately 150 educators, primarily from school districts, have used the center.

The SEDL educational library contains a variety of general seminal references and special resource materials that reflect SEDL's 25-year history in educational research, development, and demonstration projects. Relevant to the work of the MRC, this library contains materials pertaining to the improvement of parent-school relations, school-community linkages, administrator/leadership training, school-business-community partnerships, and rural school educational programs. All are readily available for use by the MRC staff. Furthermore, contacts are maintained with individual SEDL staff members who are familiar with materials and recent developments in various fields.

Other bilingual resource materials are available from The University of Texas at

Austin and from TEA through sharing, coordination, and cooperative agreements. Since the first year of the SEDL/MRC, TEA has provided to the MRC specimen sets, or review copies, of the educational materials submitted to TEA by publishers for consideration for state adoption. Recent materials include several complete sets of bilingual/early childhood materials and a collection of oral language and achievement tests used in bilingual programs in Texas.

The SEDL/MRC also draws upon the training and professional resources of the regionally-based staff associates and consultants. Both professional development and student instructional materials exist in the university, school, and individual libraries of these colleagues. Finally, project-developed materials, produced by CIPs, Non-CIPs, and other federally-funded and non-federally funded projects are solicited by the MRC, either directly or through the extensive coordination effort, for inclusion in the MRC Resource Center and for use in providing services to clients.

The SEDL/MRC is located in a 1786 square foot area on the fourth floor of the 13-story Southwest Tower office complex. While most of the SEDL staff is on the second floor, the central location of SEDL, the MRC shares the fourth floor with SEDL's Rehabilitation and Special Education Center, the Center for the Improvement of Teaching in Mathematics and Science, the Office of Instituional Assessment and Evaluation, a Duplication Room, and the Business Office. The MRC facility consists of six office areas, the reception/secretarial-/work station area, and the Resource Center with a meeting/materials review area available. The reception/secretarial/work station area contains an IBM-compatible computer, a Macintosh LC computer, and other office equipment used to prepare correspondence, educational materials, newsletters, and various visual aids. Occasionally, part-time help is provided desk space in the Resource Center and in the reception/secretarial/work station area.

The SEDL/MRC's operation is greatly enhanced through the use of state-of-the-art office automation technologies, including new telecommunications, personal computers, and copying and graphics equipment. The SEDL/MRC staff has use of seven PC-386 computers. All are equipped with hard disks with either 40Meg or 90Meg storage capacities. To accommodate the several databases being maintained within the MRC, the Administrative Secretary has a PC-386 computer with a 90Meg hard disk. Two of the PC-386 machines have high resolution color monitors. Each computer has been upgraded with an Apple Talk interface card that permits printer sharing. Each of the computers can also access a laser printer (Apple Laserwriter) located within the MRC.

In addition to the individually-assigned equipment, the SEDL/MRC houses a Macintosh LC computer with a 40Meg hard drive connected to an Apple Laser Writer Plus printer. The SEDL/MRC staff also utilizes a SEDL resource center that provides electronic desktop publishing capabilities with one Macintosh Plus computer connected to an Apple Talk Network which permits sharing with other APPLE Laser Writers. A Merlin digital lettering system connected to an IBM PC-XT allows professional and support staff to create labels and headlines in many type styles and sizes. One portable IBM-compatible computer and two Powerbooks may be checked out of the SEDL resource center so that the MRC staff can carry their technological capabilities with them to the field. For audio teleconferencing, a Quorum microphone system is available which allows large groups to interact via telephone lines with participants around the state and nation. FAX equipment, located in SEDL, is also available to the SEDL/MRC staff.

Each SEDL/MRC staff member has been trained to use state-of-the art software for word processing and database management (WordPerfect, PageMaker, Lotus 123, and Q&A are institutional standards). The MRC staff can plan and create documents, databases, and

reports and send these electronically to support staff work stations, other professional staff members, and a variety of printers. They can also access other external electronic networks, such as the Electronic Bulletin Board of the National Clearinghouse for Bilingual Education. Thus, through the expertise and commitment of the SEDL/MRC staff, the bilingual education community benefits from a Regional Educational Laboratory complex that has been specifically designed and equipped as a facility for accomplishing educational research, development, training, and the delivery of educational services.

Service delivery to school personnel, parents, and educational professionals associated with bilingual/ESL programs is accomplished through seven service delivery/training modes: workshops, technical assistance, joint training sessions, consultations, brochures, newsletters, and conference presentations. The first four involve the provision of direct, or specific, services to clients, while the latter three deal with indirect, or general, services.

Workshops are provided on-site to requesting districts. Workshops range from one-half day to three days in length and are usually provided to larger groups of teachers, aides, parents, and supervisors/administrators. Technical assistance is also provided on-site to requesting districts but generally involves a smaller number of persons (1-4), usually administrators and supervisors concerned with program improvement and staff development planning sessions.

Joint sessions are of two types. The first type involves joint presentations by MRC staff in concert with either Education Service Center (ESC) or Texas Education Agency (TEA) personnel in training sessions. MRC-ESC collaboration helps ensure relevance and applicability of training to meet regional needs. Joint sessions conducted in collaboration with the staff of the Texas Education Agency (TEA) combine state guideline information with the content expertise of the MRC staff. The second type of joint presentation involves MRC

participation with other Title VII and non-Title VII agencies, such as the Evaluation Assistance Center-East and IHEs, in various information-sharing and training activities.

In collaboration with the University of Houston, the SEDL/MRC organized and delivered an academic credit ESL course for 15 teachers to prepare them with endorsement in bilingual/ESL education. At the University of Houston-University Park, 15 teachers from Spring Branch ISD participated in the special five-month course. Over the past three years, SEDL/MRC staff taught eight courses, required for ESL or bilingual endorsement by teachers, for 119 teachers with the oversight assistance of three academic institutions. The involvement of the MRC affords teachers the oportunity to take endorsement courses for university credit at convenient times and locations.

Consultations involve planning with and providing technical assistance to individuals or groups by phone, mail, or in-person at the MRC. Although usually accomplished by phone or mail, sometimes school personnel make visits to Austin to meet with MRC staff members; often MRC visits are combined with visits to the Texas Education Agency. Also, individuals from LEAs and university programs, both Title VII and non-Title VII, visit the MRC to gather information about programs or materials.

While the service modes described above provide direct and specific service delivery, other modes offer generalized information to the field. These delivery modes include informational sheets, periodic bulletins, conference outreach presentations, and special initiatives. The MRC information sheet provides an overview of the work of the MRC. The bulletins provide information to LEAs with bilingual/ESL programs and to teacher training personnel located in universities and the education service centers. Additionally, the MRC staff attends and participates in appropriate professional organizations' conferences. At these conferences, the MRC staff provides information on the structure and operation of the MRC

and makes presentations on high-interest, high-priority topics, such as ESL methods and techniques, teaching ESL in the content areas, thinking skills, cooperative learning, and whole language techniques.

In a special initiative, the SEDL/MRC continues its support of the Superintendents' Leadership Council, consisting of nine superintendents, Dr. Elisa Gutierrez, Texas Education Agency, and two MRC staff members. The Council, established by the MRC in 1990-91, has an "open agenda" to address the educational issues of LEP students in Texas. The Council made presentations at three professional meeting during 1992-93.

In a recent initiative, a Summer Institute for Principals is provided to prepare administrators for leadership roles in implementing bilingual programs in their districts. Forty-five administrators were trained in the three-day institutes during the past two years, including 15 in the July, 1993 institute.

Outcomes of MRC Activities

Number and Type of Services Provided

Upon receipt of a request for training or technical assistance, the SEDL/MRC checks to see if the requesting LEA has a completed LEA Needs-Sensing Survey on file. (A copy of the LEA Needs-Sensing Survey is contained in Appendix A). If not, the LEA is asked to complete a Survey, which serves as a baseline planning resource document for the MRC. Updating of needs information and specific planning are accomplished either over the phone, by letter, in the MRC, or, when appropriate, in an on-site session with the requesting LEA. Initial planning occurs between either the MRC Director or the MRC staff member assigned to coordinate the delivery of services. A SEDL/MRC Service Request and Modification Form is completed. (A copy is included as Appendix B.) Once it has been determined that the MRC will deliver the requested services, (a) a Service Agreement is entered into between the

MRC and the LEA (see Appendix C for a copy of the Service Agreement), (b) staff is assigned to deliver the requested service, (c) the service request is entered into the MRC master schedule, (d) funds are allocated to cover the cost of the delivery of the service, and (e) further planning is undertaken between the assigned staff and the LEA-designated contact person. Such detailed planning with the requesting school districts ensures relevancy and appropriateness of the service delivered.

Further planning occurs in the first minutes or hour of the workshop or technical assistance session. As the session opens, each person in attendance at the session is asked to complete a Participant Form (see Exhibit 7) which solicits, on the top half of the form, information about the participant (e.g., name, title, school district, position), the program to which the participant is currently assigned (e.g., program type, funding source), and number of students served by each participant and the home language classification of the students served. The lower half of the Participants Form is used to obtain information from each participant about her/his expectations for the session (e.g., questions she/he would like to have answered and/or issues she/he would like to have discussed). Information from this portion of the Participant Form is conveyed to the presenter in group discussion; it is summarized and aggregated in list form and addressed by the presenter as the session proceeds.

Following the presentation of each of the workshops, an Evaluation Form is completed by each participant. A copy of the Evaluation Form is included as Exhibit 8.

Exhibit 7

SEDL/MRC Training/Technical Assistance Participant Form

SEDL/MRC
TRAINING/TECHNICAL ASSISTANCE
PARTICIPANT FORM

Please complete this form to help the SEDL/MRC plan and provide high quality services to the bilingual education community. Thank you!

WORKSHOP TITLE_____DATE_____

LOCATION_____PRESENTER_____

NAME_____SCHOOL DISTRICT_____

TITLE_____GRADE(S)/SCHOOL:_____

PROGRAM TYPE: (circle one) Bilingual ESL Regular

Other:_____

NUMBER OF STUDENTS YOU SERVE AND THEIR LANGUAGE CLASSIFICATION:

Number of Students	Language(s)
_____	_____
_____	_____
_____	_____

(Please use other side for additional comments)

Exhibit 8

SEDL/MRC
TRAINING/TECHNICAL ASSISTANCE
EVALUATION FORM

Workshop Title_____ Date_____

District_____ Presenter(s)_____

Job Title_____ Grade(s) Served_____

Program Type: (circle one) Bilingual ESL Regular Other_____

1. What did you find **most useful** in the session? _____

_____

_____

2. What did you find **least useful** in the session?_____

_____

_____

3. Overall, the content presented was: (please complete)_____

_____

	LOW				HIGH
4. How do you rate the organization of the session?	0	1	2	3	4
5. How do you rate the usefulness of the information?	0	1	2	3	4
6. How do you rate the quality of the handouts?	0	1	2	3	4
7. How do you rate the effectiveness of the presenter?	0	1	2	3	4
8. How do you rate the overall **quality** of the workshop?	0	1	2	3	4
9. Overall, how appropriate was the workshop for you?	0	1	2	3	4

Please comment on your response to Item 9:_____

_____

10. The session could be improved by (please complete)

11. What additional training needs do you have?

Data from workshop participants are compiled and analyzed within the SEDL/MRC for internal evaluation of delivered services and for reporting to the MRC funding source. Evaluation results are compiled by the Evaluation Associate and Director. Results are shared with presenters for the purpose of making training modifications. Informal evaluation only is conducted in connection with small group technical assistance and consultation sessions that focus on program management and planning issues, such as program improvement and future MRC training assistance.

In analyzing workshop evaluation data, the workshop title, date, presenter(s), and the number and type of participants are recorded, and the mean ratings on the six objective items of the Evaluation Form are computed. Item 4 asks about the organization of the session, item 5 asks about "usefulness," Item 6 seeks information on the "quality of the handouts," Item 7 concerns the "effectiveness of the presenter," and Item 8 solicits an overall assessment of the "quality of the workshop." Finally, Item 9 solicits information on the "appropriateness of the workshop." In addition to the computation of item mean ratings, an Overall mean score is computed from the average of the six items. Each of the items is rated on a Likert-type scale ranging from 0 = Low to 4 = High. An overall mean rating of 3.5 and a quality rating of 3.5 serve as the criterion standards of workshop effectiveness.

In addition to analyzing the workshop data to produce total group mean scores, subgroup mean scores are calculated to examine the impact of the workshop on various types of participants (e.g., teachers, aides, and parents) and participants supplying high (4), medium (3), and low (0-2) Appropriateness ratings. Individual comments on the ratings forms are examined for elucidation of the results and for suggestions for improving the appropriateness

and overall quality of the workshop. In addition, suggestions for future training sessions are noted and shared with the LEA contact person.

As part of the "Service Agreement" entered into with each district in conjunction with the delivery of training, the SEDL/MRC requests a "follow-up evaluation." The "follow-up evaluation" solicits information from the superintendent and the workshop coordinator on the quality of MRC services during the year and the perceived impact of MRC services within the LEA. A copy of the Follow-up Evaluation Questionnaire is presented as Exhibit 9.

Exhibit 9

SEDL/MRC FOLLOW-UP EVALUATION QUESTIONNAIRE
(1992-93)

District: _____ Date: _____

Respondent Name: _____ Title: _____

1. Overall, how do you rate the training/technical assistance services received by your school district from the SEDL/MRC during the past nine months? Please rate the characteristics of services received by circling your responses below:

	LOW				HIGH
a. Quality (content)	1	2	3	4	5
b. Quality (delivery)	1	2	3	4	5
c. Quality (handouts)	1	2	3	4	5
d. Appropriateness	1	2	3	4	5

2. Overall, how satisfied are you with the services received? Please circle your response below.

Not at all Satisfied		Moderately Satisfied		Very Satisfied
1	2	3	4	5

3. What impact, if any, have these sessions had on your program (e.g. teacher motivation/enthusiasm; program improvement; improvement of instructional practices; implementation of curriculum)? Please comment. Use reverse side, if needed.

4. Suggestions for Improvement/Additional Comments:

5. General types of services from the SEDL/MRC desired for the future:

6. Please list some high priority topics you would like the SEDL/MRC to include in the Fall 1993 Regional Workshop:

During the period October 1992, through August 31, 1993, the SEDL/MRC conducted 79 workshops, 48 technical assistance sessions, one outreach session, and 1,278 consultations with LEAs and other entities. Consultations were most often conducted on the phone or through the mail. An occasional consultation was held in person at the MRC or on-site. Taking into account workshops attended by participants from multiple LEAs, the SEDL/MRC provided training and technical assistance sessions to 118 unique local education agencies, six Education Service Centers, five universities/colleges, and two professional associations.

The total number of participants during the period 10/1/92 - 8/31/93 in technical assistance and training sessions was 2,708, including 2,464 in 79 workshops and 234 in the 48 technical assistance sessions. In addition, the one outreach workshop addressed 75 persons in the National Association of Bilingual Education session, "Helping LEP Students Learn in Mainstream Classes."

Fourteen training sessions are scheduled during September, 1993, bringing to 141 the number of T/TA sessions. Projected attendance in these sessions is 500. Overall, the projected total annual participation in the 141 training/technical assistance sessions for 1992-93 is 3,208. With the outreach session included, total projected participation increases to 3,283.

Title VII Services

The MRC provided 31 workshops, 20 technical assistance sessions, and 243 consultations to Title VII CIP LEAs through August 31, 1993. The MRC provided on-site training/technical assistance (T/TA) to 11 (79%) of the 14 Title VII Classroom Instructional Projects (CIPs). Also, all of the CIPs received multi-district training, including participation

in the regional workshop, and all received consultation assistance. Exhibit 10 shows that three (75%) of the four first-year projects and 8 (80%) of the 10 continuation projects received T/TA services. While all of the 14 projects received multi-district and/or consultation services, 11 (79%) of the Title VII LEAs received services through all three service modes.

Exhibit 10

Title VII LEAs Receiving On-Site Training, Multi-District Training or Consultation
(October 1, 1992 through August 31, 1993)

LEAs	Received On-Site T/TA	Received Multi-District Training	Received Consultation
FIRST-YEAR PROJECTS (N=4)			
Lufkin (DEB)	x	x	x
Pasadena (SAI)		x	x
Spring Branch (TBE)	x	x	x
Spring Branch (TBE)	x	x	x
CONTINUATION PROJECTS (N=10)			
SECOND-YEAR PROJECTS (N=3)			
Alief (SAI)	x	x	x
Galveston (TBE)	x	x	x
Spring Branch (TBE)	x	x	x
THIRD YEAR (3)			
Austin (SAI)	x	x	x
Grand Prairie (TBE)	x	x	x
Waxahachie (TBE)	x	x	x
FOURTH YEAR (0)			
FIFTH YEAR (5)			
Lufkin (TBE)	x	x	x
San Marcos (TBE)		x	x
Seguin (TBE)		x	x
West Texas State School (TBE)	x	x	x
All CIPs (N=14)	11 (79%)	14 (100%)	14 (100%)

By way of interpreting service results, three of the four first year projects received T/TA services, as did all six of the second and third year projects, but only two of the four fifth year projects. Fourth and fifth year projects often show a decrease in requested MRC services. Also, some non-requestor LEAs maintain contracts for inservice training with regional service providers, such as universities and education service centers. Both Seguin and San Marcos work closely with such providers. The MRC honored all requests for services from Title VII and Non-Title VII requestors during the year.

In summary, through August 31, 1993, Title VII LEAs received 31 workshops, 20 technical assistance sessions, and 243 consultations. Also, 390 consultations were provided to other Title VII projects and agencies such as training grants, Non-CIPs, TEA, OBEMLA, and MRCs. One additional workshop for Title VII LEAs is scheduled during September. By the end of the year, Title VII LEAs will have received 52 T/TA efforts, including 32 workshops and 20 technical assistance sessions.

Non-Title VII Services

Through August 31, 1993, the MRC provided 48 workshops, 28 technical assistance session, and 450 consultations to Non-Title VII school programs. In addition, the MRC provided 195 consultations with personnel of the Education Service Centers, TEA, and other agencies which provide services to both Non-Title VII and Title VII programs. With the inclusion of 13 workshops scheduled during September, the MRC will have provided 89 T/TA efforts, including 61 workshops and 28 technical assistance session, to Non-Title VII LEAs during 1992-93.

Through its service delivery plan, the MRC expects to reach numerous districts

through centralized, multi-district training and networking efforts, especially in connection with the 13 Regional Education Service Centers in its service area. The section on "Training-Related Activities" presents information on the increased role of the Education Service Centers (ESCs) and universities working in concert with the SEDL/MRC, in serving as regional resources in providing bilingual/ESL services to school districts.

Summary of Services

Of the 79 workshops and 48 technical assistance sessions (total=127) conducted during the first eleven months, 51 (40%) were provided to Title VII LEAs and 76 (60%) to Non-Title VII LEAs. Including the 14 additional workshops scheduled during September, Title VII LEAs will have received 52 training/technical assistance sessions (37%) and Non-Title VII LEAs will have received 89 sessions (63%). Consultations to all districts, agencies, and universities during the 11-month period number 1,278. Exhibit 11 shows the Title VII and Non-Title VII breakdown and projections to 9/30/93.

The total number of participants in workshops and technical assistance sessions, based upon completed forms supplied by attendees, is 2,708, as of August 31, 1993. Based on their registration forms, participants came from 118 different school districts, six education service centers, five universities, and two professional organizations. Total projected attendance through September in T/TA sessions is 3,208 from about 155 agencies.

Exhibit 11

Summary of SEDL/MRC T/TA Services and Consultations in 1992-93
(Through 8/31)

Services	Title VII	Non-Title VII	Total
Training Sessions	31 (39%)	48 (61%)	79
TA Sessions	20 (42%)	28 (58%)	48
Total T/TA Sessions	51 (40%)	76 (60%)	127
Consultations	633 (50%)	645 (50%)	1,278
Projected T/TA Sessions (9/30/93)	52 (37%)	89 (63%)	141
Projected Consultations (9/30/93)	800 (53%)	700 (47%)	1,500

Exhibit 12 presents an aggregate monthly listing of workshop and technical assistance sessions for the entire year. Of the total number of sessions, 49% (N=69) were conducted between October and February, and 74% (N=104) were conducted during the first eight months, October through May. January and December are the most active months with a total of 39 sessions (28%).

Exhibit 12

Training/Technical Assistance Sessions by Month for 1992-1993

Month	Workshop	Technical Assistance	Total Sessions
October	0 (0%)	7 (15%)	7 (5%)
November	5 (5%)	3 (6%)	8 (6%)
December	4 (4%)	14 (29%)	18 (13%)
January	10 (11%)	11 (23%)	21 (15%)
February	14 (15%)	1 (2%)	15 (11%)
March	13 (14%)	4 (8%)	17 (12%)
April	12 (13%)	1 (2%)	13 (9%)
May	4 (4%)	1 (2%)	5 (3%)
June	10 (11%)	0	10 (7%)
July	1 (1%)	5 (11%)	6 (4%)
August	6 (7%)	1 (2%)	7 (5%)
September-scheduled	14 (15%)	0	14 (10%)
Totals	**93 (100%)**	**48 (100%)**	**141 (100%)**

Exhibit 13 shows the monthly listing of Title VII and Non-Title VII workshops and technical assistance efforts. For Title VII LEAs, the period December through May accounts for 37 T/TA sessions (71%). For Non-Title VII LEAs, December (11), January (14), February (10), and March (11) are the most active months, accounting for 51% of the Non-Title VII sessions. Overall, 86 (61%) of the T/TA sessions were conducted in October-March and 55 (39%) during April to September.

Exhibit 13

Training/Technical Assistance Sessions Provided to Title VII and Non-Title VII LEAs During 1992-93

	Title VII			Non-Title VII		
Month	**Workshops**	**TA**	**Total**	**Workshops**	**TA**	**Total**
Oct.	0	4	4	0	3	3
Nov.	0	2	2	5	1	6
Dec.	0	7	7	4	7	11
Jan.	4	3	7	6	8	14
Feb.	5	0	5	9	1	10
Mar.	5	1	6	8	3	11
Apr.	7	0	7	5	1	6
May	4	1	5	0	0	0
Jun.	1	0	1	9	0	9
Jul.	0	2	2	1	3	4
Aug.	5	0	5	1	1	2
Sept.*	1	0	1	13	0	13
Totals	32	20	52	61	28	89
T/TA %			37			63

* scheduled

The SEDL/MRC workshop and TA sessions were provided to LEAs in each of the four Super Regions within the MRC 8 Service Area. The regional distribution of these workshops by Super Region with participation or attendance is shown in Exhibit 14. The 13 individual education service centers (ESC) contained in Service Area 8 are, for convenience, cited in parentheses. Only the ESC 8 area districts did not request T/TA services.

Exhibit 14

Training/Technical Assistance Sessions and Participation by Super Regions (as of August 31, 1993)*

Region	Workshops	TA Sessions	Total Service	Participants in T/TA
EAST (4-7)	37 (47%)	22 (46%)	59 (46%)	922 (34%)
NORTH (8-11)	16 (20%)	9 (9%)	25 (20%)	1,248 (46%)
CENTRAL(12-14)	17 (22%)	15 (31%)	32 (25%)	302 (11%)
WEST (16-17)	9 (11%)	2 (4%)	11 (9%)	236 (9%)
TOTALS	**79 (100%)**	**48 (100%)**	**127 (100%)**	**2,708 (100%)**

* During September, 14 additional workshops are scheduled in regions as follows: East 3, North 5, Central 1, and West 5. These sessions would bring the Total Service Percentages to: East, 44%, North 21%, Central 23%, and West 11%.

Overall, the East Super Region received 46% of the workshops and technical assistance sessions. The Central and North were next in terms of services received, accounting for 25% and 20% of the total service effort, respectively. The West received the fewest services, 9%. The North had 46% of the participants and the East 34%, reflecting the staff development efforts in the larger school districts.

Exhibit 15 compares the distribution of the MRC's service delivery to LEP population characteristics and districts serving LEP students in the four Super Regions. Viewed from several perspectives, these data show that the SEDL/MRC was reasonably successful in

achieving regionally proportional service delivery (T/TA) and participation relative to the percentages of CIPs, districts with LEPs, and percentage of LEPs in Service Area 8.

Exhibit 15

Characteristics of LEP Population Compared with Distribution of MRC Services in Super Regions (as of August 31, 1993)

Characteristics	East	North	Central	West	Total
LEP Students					
% of Regional Total:	52	34	9	5	100
Projects					
% of Districts with LEPs	30	28	23	19	100
% of CIPs:	57	14	29	0	100
MRC Services					
% of Total MRC Services	46	20	25	9	100
% of Participants in MRC Services	34	46	11	9	100

Some highlights of Exhibit 15 are:

- The East, with 52% of LEP students in the region and 57% of the CIPs, received 46% of MRC services and had 34% of total participants.
- The North, with 34% of LEP students in the region and 28% of the districts serving LEPs, received 20% of MRC services and had 46% of all participants.
- The Central, with 9% of LEP students in the region and 29% of the CIPs, received 25% of MRC services and had 11% of participants.
- The West, with 5% of LEP students in the region and 19% of the districts with LEPs, received 9% of MRC services and had 9% of the participants in MRC training.

The classification of "number of participants" in SEDL/MRC workshops and technical assistance sessions is shown in Exhibit 16 for the eleven-month period ending August 31, 1993.

Exhibit 16

Number of Participants in Workshops and TA Sessions (10/1/91-8/31/93)

Number of Participants	Number of Workshops	Number of TA Sessions
1-10	9 (11%)	41 (85%)
11-20	37 (47%)	2 (4%)
21-30	15 (19%)	3 (7%)
31-40	6 (8%)	1 (2%)
41-50	4 (5%)	0
51-100	4 (5%)	1 (2%)
100 and over	4 (5%)	0
TOTALS	**79 (100%)**	**48 (100%)**

The indication is that 58% of the workshops involved 20 or fewer participants, with 47% addressing 11-20 persons. Forty-two percent of the workshops were attended by more than 20 persons, the largest workshops being for 250 participants. The mean attendance in the 79 workshops was 36, while the mean participation in the 47 program planning and staff development technical assistance (TA) sessions was five. Eighty-five percent of the TA sessions were for 1-10 participants.

The participation of various educational groups in the 127 T/TA sessions is shown in Exhibit 17.

Exhibit 17

Participation by Various Groups in T/TA Sessions (as of 8/31/93)

Groups	Number Sessions	Percent	Number of Participants	Percent
Administrators only	21	16	128	5
Aides only	1	1	17	1
Teachers only	28	22	783	29
Teachers and Administrators	43	34	385	14
Teachers and Aides	17	13	390	14
Teachers, Aides, and Administrators	14	11	472	18
Teachers, Parents and Administrators	2	2	440	16
Teachers, Aides, and Parents	1	1	93	3
TOTAL	**127**	**100**	**2,708**	**100**

* Of the 14 T/TA sessions in September, 6 are for Teachers, 3 are for Teachers, Administrators, and Parents, and 5 are for Administrators, Teachers, and Counselors.

Teachers participated in 105 (83%) of the 127 T/TA sessions, aides in 33 (26%), administrators in 80 (63%), and parents in 3 (2%).

On the basis of registration forms, teachers accounted for 70% (N=1,895) of all T/TA participants, administrators (including project directors) 18% (N=484), aides 6% (N=159), and parents 6% (N=170).

Exhibit 18 shows the duration of the 127 T/TA sessions delivered through August 31, 1993 and the 14 sessions scheduled during September.

Exhibit 18

Number of T/TA Sessions of Various Duration
(10/1/92 - 9/30/93)

Duration (Minutes)	Number	Percent
60	3	2
75	2	1
90	4	3
120	16	11
135	2	1
150	4	3
180	21	15
210	2	1
240	10	7
300	9	7
330	1	1
360	13	10
390	11	8
420	26	18
450	6	4
480	11	8
Total	**141**	**100%**

The median duration is 300 minutes; the mode is 420 minutes (N=26). Actually, 37% (N=52) of the sessions lasted three hours or less, and 63% (N=89) lasted more than three hours. Further, 55% lasted five hours or more, 48% six hours or more, 30% for seven hours and over, and 8% for eight hours. T/TA hours for the year totaled 680.

Exhibit 19 presents the topical areas of the T/TA sessions as of August 31, 1993 along

with the numbers of districts and persons participating. All of the technical assistance sessions involved program planning and staff development.

Exhibit 19
Content of Training and Technical Assistance Sessions
by Districts and Persons Participating (10/1/92-8/31/93)

Technical Assistance Sessions (N=47)

General Topic	N	Percent	Districts Participating	Number of Participants
Prog. Planning & Staff Development	48	100	48	244 (100%)
TOTAL TA	**48**	**100**	**48**	**244 (100%)**

Workshops (N=73)

ESL in the Content Area/Curriculum	8	10	11	111 (5%)
ESL Methods and Techniques	19	24	68	427 (17%)
Literacy Course	10	13	12	142 (6%)
Trainer of Trainers	2	3	2	55 (2%)
Whole Language	2	3	4	35 (1%)
Classroom Management	2	3	2	32 (1%)
Language Arts/Thinking Skills	4	4	15	150 (6%)
Professional Seminar	4	4	4	850 (35%)
Parent Training	3	4	6	121 (5%)
Classroom Assessment	2	3	2	30 (1%)
Language Learning/Strategies	11	14	33	238 (10%)
Cooperative Learning	3	4	19	64 (3%)
Special Topics	9	11	26	209 (8%)
TOTAL WORKSHOPS	**73**	**100**	**204**	**2464 100%**

*Note: 14 additional workshops are scheduled during September. These will address: Cultural Awareness (3), Classroom Assessment (1), ESL Techniques (1), Integrating Instruction (4), Bilingual/ESL Institute (5).

Of the 13 general workshop categories, ESL topics were addressed in 34% of the workshops, whole language 3%, language learning strategies 14%, cooperative learning 4%, language arts/thinking skills 4%, parent training 4%, professional seminar 4%, classroom management 3%, classroom assessment 3%, literacy course 13%, trainer of trainers 3%, and special topics 11%. The nine special topics addressed were: Implementing Bilingual Education (3), Special Education, Integrated Instruction, Literacy Skills in Spanish (2), and Multicultural Education (2).

The 14 September workshops address: Bilingual/ESL Instruction (Garland-5 sessions); Integrated Instruction (ESC 6, ESC 7, ESC 12, and ESC 16); Cultural Awareness (Seminole-3 sessions; ESL Techniques (Arlington); and Identification and Intervention Techniques for Hispanic Students (Spring Branch).

The percentages of participants in the workshop topical areas usually correspond to the percentages of the types of workshop. For example, 34% of all workshops addressed ESL topics, and 22% of all participants attended ESL workshops. Also, 17% of the workshops concerned Whole Language and Language Learning Strategies, and 11% of participants were found in those workshops. However, large variations occurred with the Professional Seminar Workshops (Dallas ISD) where 4% of the workshops attracted 35% of the participants. On the other hand, the Literacy course workshops constituted 13% of the workshops but only 6% of the participants. These teachers were working toward ESL Endorsement. Also, multiple district workshops were concentrated in the ESL Methods, Language Learning Strategies, and Special Topics (e.g., Bilingual Special Education areas).

Recent teacher legislation requires teachers and administrators to pursue professional development through participation in Advanced Academic Training (AAT) and General Management Training (GMT) courses. The SEDL/MRC provides a number of AAT/GMT credit workshops, which must be of at least six hours duration. AAT/GMT credit is professional development credit approved by the Texas Education Agency and awarded or approved through the school district for salary and career ladder considerations.

Of the 79 workshops provided by the MRC as of August 31, 1993, one workshop produced AAT credit (6 hours) for 14 participating teachers from 8 districts. This workshop addressed language learning strategies. Also, General Management Training (GMT) credit was awarded to 12 individuals who received GMT credit (up to 14.75 hours) for participation in administrator training in the Summer Institute for Principals, a special SEDL/MRC training effort not included in the workshop offerings.

Exhibit 20

Topics of AAT/GMT Credit Workshops
(as of 8/31/93)*

Topic	Number of Workshops	Number of Districts	Number of Participants
Language Learning Strategies	1	8	14
Administrator Training	3-day	8	12*
TOTAL	**2**	**16**	**26**

* Twenty-three persons attended the Institute but only 12 requested GMT credit hours. No additional AAT or GMT workshops are scheduled in September.

In April 1993, the MRC provided Turnkey training to 10 trainers from seven Education Service Centers on "Integrating Instruction." During September, four centers are scheduled to provide four workshops on this topic to personnel from regional districts. About 200 persons from about 20 districts are expected to participate in Turnkey training workshops. Additional Turnkey workshops are scheduled for 1993-94. Turnkey training prepares trainers to teach special topics. The annual Turnkey activities extend MRC services and build the capacity of the regional centers.

In summary, the SEDL/MRC provided 79 workshops and 48 technical assistance sessions during the period October 1, 1992, through August 31, 1993. The MRC provided 31 workshops and 20 technical assistance sessions to Title VII LEAs (40%) and 48 workshops and 28 TA sessions (60%) to Non-Title VII LEAs during this period. Total participant forms for these 127 T/TA sessions totaled 2,708. Comparison of MRC services delivered within the four Super Regions disclosed that the MRC achieved a reasonably proportional distribution of its services relative to regional statistics concerning LEP students, districts with LEP students, and classroom instructional projects.

During the final month of FY '93, 14 additional workshops are scheduled. One workshop is for Title VII projects, and 13 workshops are for non-Title VII districts. Four of the non-Title VII workshops will feature "Integrated Instruction" through Turnkey workshops. Total participation in all 141 training efforts (93 workshops and 48 technical assistance sessions) is expected to exceed 3,200 persons, with 37% of the T/TA services going to Title VII projects and 63% to non-Title VII projects.

Through August 31, 1993, workshops have been provided to individuals from 204 districts. Taking into account that some districts were represented in more than one workshop, there were 118 *unique* districts plus six educational service centers (ESCs), five

universities, and two professional organizations participating in MRC workshops and technical assistance sessions. Also, one outreach session was provided during the National Association of Bilingual Education Meeting in 1993 for 75 persons. Finally, other special initiatives dealing with district and regional teacher and administrator training will be described elsewhere in this report.

Analysis of Client Responses to Services

This section presents a summary of service delivery activities and objective evaluation information on 78 of the 79 (99%) workshops held through August, 1993. Evaluation data are not available for one workshop with 25 participants. This workshop involved language learning strategies. Also, evaluation data are not obtained in technical assistance sessions. The workshops were attended by 2,464 participants, of which 1,865 (76%) supplied evaluation forms. The missing evaluations are from the workshop with no data and other workshops in which some participants did not supply an evaluation form. The list of 1992-93 workshops is found in Appendix D.

In analyzing the data from the Evaluation Forms, mean scores were computed for six items relating to: Organization of the session (Item 4), Usefulness (Item 5), Quality of Handouts (Item 6), Effectiveness of Presenter (Item 7), Quality of the Session (Item 8), and Appropriateness (Item 9). In addition, an Overall Mean score was computed.

Exhibit 21 shows the evaluation results for the 78 workshops with data displayed by Super Region. The total results (mean scores) are uniformly high, ranging from 3.5 to 3.7.

Exhibit 21

Workshop Evaluation Results by Super Region (N=78 rated workshops)
(as of 08/31/93)

Super Region	Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
East	37	3.7	3.7	3.7	3.7	3.7	3.6	3.7
North	15	3.5	3.5	3.6	3.6	3.6	3.4	3.6
Central	17	3.7	3.7	3.7	3.8	3.7	3.6	3.7
West	9	3.7	3.6	3.7	3.7	3.7	3.5	3.7
Total	**78**	**3.7**	**3.7**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Higher ratings are in the East and Central where bilingual education is well established. Lower ratings are in North and West, where bilingual education is relatively new in many districts.

Evaluation data for workshops with different number of participants are presented in Exhibit 22.

Exhibit 22

Workshop Evaluation Results by Participation (N=78 workshops)
(as of 08/31/93)

Number of Participants	Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
1 - 10	9 (8%)	3.8	3.9	3.9	4.0	3.9	3.9	3.9
11 - 20	37 (47%)	3.7	3.7	3.7	3.8	3.7	3.6	3.7
21 - 30	14 (19%)	3.7	3.6	3.6	3.7	3.6	3.5	3.6
31 - 40	6 (8%)	3.6	3.6	3.7	3.7	3.7	3.5	3.6
41 - 50	4 (6%)	3.7	3.4	3.7	3.8	3.8	3.6	3.7
51 - 100	4 (6%)	3.3	3.2	3.4	3.4	3.3	3.1	3.3
Over 100	4 (6%)	3.9	3.9	3.8	3.7	3.8	3.8	3.8
Total	**78**	**3.7**	**3.7**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Data indicate that the smaller workshops (20 or less), were rated slightly higher than the larger (21-50) workshops. The 51-100 workshops were lowest rated, although the larger 100 and over sessions were highly rated.

Exhibit 23 compares results for Title VII and Non-Title VII workshops. Title VII workshops, those conducted for Title VII requestors, and those for non-Title VII requestors are rated identically.

Exhibit 23

Workshop Evaluation Results by Funding Source
Title VII and Non Title VII (N=78 rated workshops)
(as of 08/31/93)

Item Mean Ratings

Type	No.of Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
Title VII	31	3.7	3.7	3.7	3.7	3.7	3.6	3.7
Non-Title VII	47	3.7	3.7	3.7	3.7	3.7	3.6	3.7
Total	**78**	**3.7**	**3.7**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Exhibit 24 compares the special purpose workshops, those for AAT credit and the Turnkey Workshops sponsored by the ESCs after training by the SEDL/MRC, with the regular MRC workshops. The lone AAT workshop is rated higher than the regular workshops. Data are pending the completion of four Turnkey workshops in September on "Integrated Instruction" which is the topic for 1993.

Exhibit 24

Workshop Evaluation Results by Types of Workshops (as of 08/31/93)

Item Mean Ratings

Type	Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
Regular	77	3.7	3.7	3.7	3.7	3.7	3.6	3.7
AAT	1	3.9	4.0	4.0	4.0	4.0	3.9	4.0
Turnkey	*	-	-	-	-	-	-	-
Total	**78**	**3.7**	**3.7**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

* Four workshops are scheduled during September.

Exhibit 25 examines results by length of workshops. On the basis of the Overall Mean, workshops of less than three hours duration received lower ratings than longer workshops. The break between higher and lower-rated workshops occurs at 180 minutes (3 hours). Workshops of 3-7 hours receive uniformly high ratings. However, workshops of eight hours duration dropped off slightly in ratings. Actually, 41 workshops lasted for more than five hours, this number being 53% of the rated workshops. The median workshop lasted 5.5 hours.

Exhibit 25
Workshop Evaluation Results by Duration (as of 08/31/93)

Item Mean Ratings

Length (Min.)	No. Of Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
150 or less	10	3.4	3.4	3.5	3.5	3.4	3.2	3.4
180	16	3.8	3.7	3.7	3.8	3.8	3.6	3.7
240-300	11	3.7	3.8	3.8	3.8	3.8	3.6	3.8
330-420	20	3.8	3.7	3.7	3.8	3.7	3.6	3.7
480	21	3.7	3.6	3.6	3.7	3.6	3.6	3.6
Total	**78**	**3.7**	**3.7**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Exhibit 26 presents results for workshops classified by topics.

Exhibit 26

Workshop Evaluation Results by Topics of Workshops (as of 08/31/93)

Item Mean Ratings

Classification	No. of Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
ESL all topics	27	3.6	3.5	3.6	3.7	3.6	3.4	3.6
Classroom Management	2	3.9	3.9	3.9	3.9	3.9	3.9	3.9
Language Arts/Thinking Skills	4	3.5	3.6	3.7	3.7	3.6	3.5	3.6
Professional Seminar	4	3.9	3.9	3.8	3.7	3.8	3.7	3.8
Parent Training	3	3.5	3.7	3.8	3.5	3.6	3.7	3.6
Classroom Assessment	2	3.5	3.2	3.5	3.4	3.2	3.1	3.3
Language Learning Strategies	10	3.8	3.8	3.7	3.8	3.8	3.7	3.8
Literacy Course	10	3.8	3.8	3.7	3.9	3.8	3.7	3.8
Whole Language	2	4.0	4.0	4.0	4.0	3.9	3.9	4.0
Cooperative Learning	3	3.6	3.5	3.8	3.8	3.8	3.7	3.8
Training of Trainers	2	3.8	3.6	3.6	3.6	3.4	3.4	3.5
Special Topics	9	3.7	3.8	3.8	3.8	3.8	3.7	3.8
Total	78	3.7	3.7	3.7	3.7	3.7	3.6	3.7

Of the 13 topics, Whole Language, Classroom Management, Professional Seminar, Language Learning Strategies, Literacy Course and Cooperative Learning are highest rated with Overall Means

of at least 3.8. The Overall Mean for all workshops is 3.7 out of possible 4.0 (92.5% of maximum). ESL workshops, Language Arts/Thinking Skills, Parent Training, Classroom Assessment, and Training of Trainers have Overall Means below 3.7.

Exhibit 27 examines the lower-rated workshops that received mean ratings of less than 3.5 on either Quality or Overall Mean. Fifteen (19%) of the 78 rated workshops were identified for special evaluation scrutiny. These workshops were in six of the 13 types of workshops. No lower-rated workshops were found in six workshop areas: Classroom Management, Professional Seminar, Literacy Course, Whole Language, Cooperative Learning, and Special Topics.

Exhibit 27
Workshops Receiving Lower Ratings
(Less than 3.5 on Quality or Overall Mean)
(as of 8/31/93)

Classification	Low Rated/ Total Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
ESL Methods	8 of 27	3.2	3.0	3.2	3.3	3.2	2.8	3.2
Training of Trainers	1 of 2	-	-	3.5	3.3	3.2	3.2	3.3
Language Arts/Thinking Skills	2 of 4	3.1	3.3	3.4	3.4	3.3	3.2	3.3
Language Learning Strategies	1 of 10	3.3	3.3	3.1	3.5	3.2	3.2	3.3
Parental Training	1 of 3	3.3	3.3	3.5	3.2	3.4	3.6	3.4
Classroom Assessment	2 of 2	3.5	3.2	3.5	3.4	3.2	3.1	3.3
Total	15 of 48	3.2	3.1	3.3	3.3	3.2	3.0	3.2

Eight of the 15 (53%) lower-rated workshops occurred on ESL training. Others were in

Language Arts/Thinking Skills, Language Learning Strategies, Parent Training and Classroom Assessment. Actually only 8 of 27 ESL-related workshops (30%) were lower-rated and only one of 10 Language Learning Strategies (10%) was lower-rated. Parent Training had one of three workshops lower-rated (33%), while other workshop categories showed lower-rated to total percentages of 50% or more.

The mean criterion score of 3.5 was somewhat arbitrarily identified as the lower-bound standard for acceptable training, scores below which would call for close scrutiny by both the MRC Director and the presenters. This lower-bound is equivalent to 88% of the maximum score of 4.0. Cumulatively, the 15 lower rated workshops had mean Quality and Overall ratings of 3.2 and 3.2, respectively, or about 80% of the maximum possible score. The indication is that even these "lower-rated" workshops were, on average, well-received, although being below the desired criterion standard. Overall, 63 (81%) of the 78 workshops with data exceeded the SEDL/MRC 3.5 training criterion.

Of the 78 workshops with evaluation data, 37 (47%) were conducted by MRC core staff, 11 (14%) staff associates, 28 (36%) by consultants, and two were joint presentations (3%). Exhibit 28 presents a comparison of the relative effectiveness of MRC staff, staff associates and consultants, and joint presenters, in terms of the number of workshops receiving relatively "higher" and "lower" ratings. The relative percentages obviously favor the combined MRC staff and Consultants over Staff Associates and Joint Presenters. The Chi-Square test disclosed a statistical difference ($p=.05$) between the groups.

Exhibit 28

Staff, Staff Associates, Consultants, and Joint Presenters Compared on Workshop Ratings* (as of 08/31/93)

Workshop Ratings	Staff	Staff Associates	Consultants	Joint	Total
3.5 & Above (Higher)	31 (84%)	6 (55%)	25 (89%)	1 (50%)	63 (81%)
Less than 3.5 (Lower)	6 (16%)	5 (45%)	3 (11%)	1 (50%)	15 (19%)
Total	**39 (100%)**	**11 (100%)**	**28 (100%)**	**2 (100%)**	**78 (100%)**

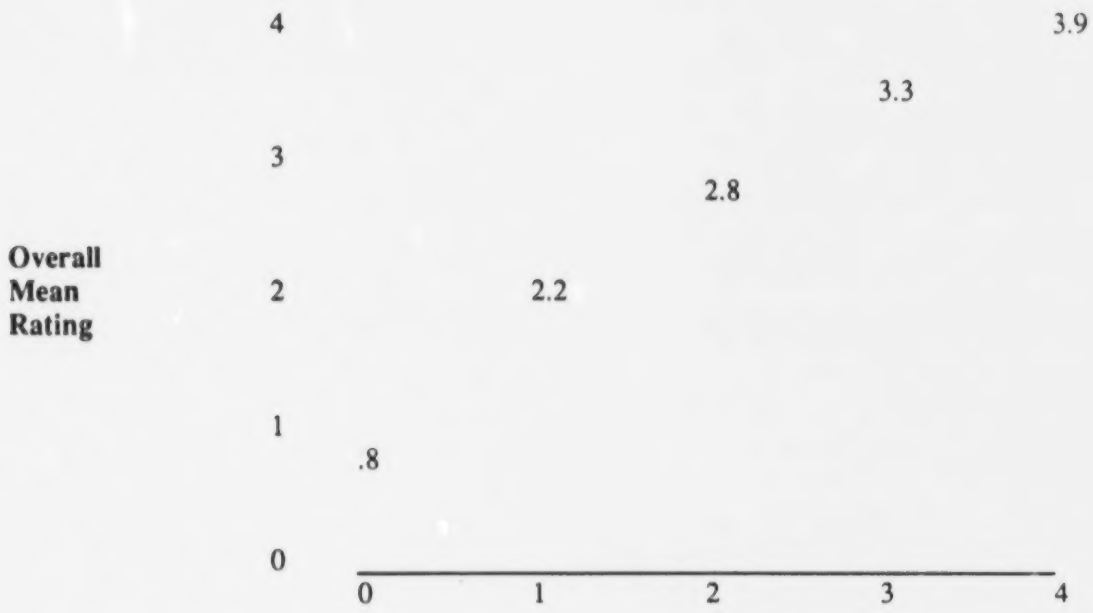
***Chi-Square test is statistically significant (Chi-Square = 4.4, df 1; p=.05). The test compared the staff and consultants with associates and joint presenters.**

Overall, the staff had a 84-16% higher-lower ratio, staff associates, 55-45%, and consultants 89-11%. Joint presentations involving a SEDL/MRC staff person and another presenter were 50-50. These data indicate that workshop results varied significantly according to type of presenters, favoring the Staff and Consultants (86-14%) combined over Staff Associates and Joint Presenters (54-46%) combined.

In trying to account for the difference in ratings of the higher-rated and lower-rated workshops, analyses repeatedly focused on the importance of Item 5, "How appropriate was the workshop for you?" The importance of Item 5 is indicated in Exhibit 29, which shows the observed functional relationship between the Appropriateness rating and the Overall Mean rating derived from the average of the mean ratings on Items 6, 7, and 8.

Exhibit 29

Relationships of Appropriateness Rating to Overall Mean Rating



As indicated, the higher the Appropriateness rating, the higher the Overall Mean rating. The functional relationship was established from data of 46 workshops conducted during the first six months of 1986-87.

Although project directors and the SEDL/MRC staff expend considerable planning effort in identifying the needs of potential participants in order provide appropriate presentations, this was apparently achieved to only a limited extent in the lower-rated workshops. While the Mean Appropriateness rating of all 72 workshops with data is 3.6 and the Quality Mean and Overall Mean 3.7 (see Exhibit 21), the Mean Appropriateness rating of the 15 lower-rated (on Quality and Overall Mean ratings) workshops identified for special scrutiny in Exhibit 27 was only 3.0 (corresponding Quality and Overall Mean = 3.2). These

data support the earlier finding that the higher the Appropriateness rating, the higher the Overall Mean and Quality ratings. Actually, a Mean Appropriateness rating of 3.3 is needed to achieve a mean Overall rating of 3.5. This result also supports the MRC's efforts in urging project directors to undertake detailed planning of workshops with the intended participants in order to achieve an appropriate level of specification for workshop participants. A review of Workshop Evaluation Forms indicated that lower appropriateness ratings usually accompany such participants' comments as "workshop did not contain information for my level" and "need other types of information for my students."

Finally, in order to assess the educational impact of the MRC services on LEAs, the Follow-up Evaluation Questionnaire was sent to two people (the district superintendent and the LEA contact person, usually the Project Director) in each of 36 different LEA and ESC entities hosting training workshops and/or on-site technical assistance during FY '93. In all, 70 individuals received questionnaires. The questionnaires were sent only to host institutions even though multiple LEAs may have attended a given session (a copy of the Questionnaire is included above as Exhibit 9).

Data were obtained from 49 respondents, including 35 directors (staff) and 14 superintendents and other administrators in 29 districts. The respondent return rate was 70%. The district return rate was 83%. Eighty-six percent of the 49 respondents were from Non-Title VII projects and 14% were from Title VII districts. The results of the item responses by the respondents were highly positive, being uniformly between 4 and 5 on the five-point scale. Data are shown in Exhibit 30. The results indicate that Title VII and Non-Title VII respondents, both staff and administrators, rated very highly the quality of all services and were very satisfied with the services received.

Exhibit 30

Types of Respondents and
Overall Mean Ratings on Follow-up Questionnaire
(1992-93 Data)

	Title VII		Non-Title VII		
Items	**Administrators N=2**	**Staff N=5**	**Administrators N=12**	**Staff N=30**	**Total (N=49)**
1a. Content	4.5	4.8	4.7	4.5	4.6
1b. Delivery	4.5	4.8	4.7	4.5	4.6
1c. Handouts	4.5	4.8	4.7	5.0	4.9
2. Satisfaction	4.5	4.8	4.7	4.5	4.6

* "1" = low; "5" = high

Further indications of the impact of the SEDL/MRC services are presented in Exhibit 31 where the essentially verbatim impact assessments (item 3) of the respondents during 1992-93 are shown. In addition to the impact assessment (item 3), respondents also supplied suggestions and comments (items 4 and 6) and future services desired (item 5). For each of these items, the responses have been grouped according to Project Directors in LEAs and ESCs and Superintendents. The suggestions and services comments are found in Exhibit 32.

Exhibit 31

Impact Statements from Respondents to Followup Questionnaire (1992-1993)

Project Directors

LEAs (Title VII)

- AISD teachers have put into practice the instructional techniques provided by SEDL staff at the numerous professional development sessions. Many requests are coming in from all campuses for continuation of these workshops.
- PK teachers are using strategies and activities modeled by presenter.
- These seminars have resulted in increased awareness of the needs of language minority students. Teachers have learned new skills for instructing LEP students. Program administrators have been brought up to date on promising practices.
- Excellent training provided by the SEDL/MRC--impact has been on teacher motivation and program instruction.
- We will be using additional services and materials during 1993-94 to facilitate improvement of instruction.

LEAs (Non-Title VII)

- Summative evaluation is premature, but we believe that the final impact will be significant.
- Teacher responses indicated that there wasn't enough hands-on, concrete data presented, nor was the consultant and presentation very interesting or applicable.
- Workshop provided much needed review for teachers who teach content to ESL students.
- Services are still in the planning stage--to be determined.
- Made teachers feel more comfortable about working with LEP children. Gave our new bilingual Asian program a lot of good ideas. Vietnamese teachers loved having a presenter who was Vietnamese. They related better to her than the usual Hispanic presenters.
- Our teachers are eager to implement the new strategies suggested by your consultants

in their daily teaching.

- Teachers were excited to come together as a team to learn more strategies on teaching ESL students.

- Improvement of instructional (ESL) practices by regular education teachers.

- Bilingual/ESL and Chapter I and Regular Instructional supervisors have utilized information and materials to deliver similar training to teachers in their respective areas. L. Dam's ESL strategies inservice was particularly useful in improving instructional practices. Dr. Matluck's presentation on theory of bilingual education/language development was simple, concise, and easy to replicate at subsequent inservice sessions.

- Substantive impact.

- The major impact of Dr. Liberty's assistance was that we were awarded a Title VII grant for the next three years. Dr. Garza's inservice was very well received by secondary teachers of science, history, math, and other content areas. Many of them immediately adjusted their delivery of instruction to accommodate their LEP students.

- Helped teachers meet the special needs of our ESL students. ESL students tripled the state average on the TAAS.

- Practical ideas were presented. Teachers were able to put strategies to work in their classrooms.

- Support in terms of information and technical assistance.

- The workshops motivated teachers to explore new ideas/strategies. It also validated what they were already doing in their classes. As a result of the workshop, they feel a need for rewriting/revising the present Bilingual Curriculum.

- Teachers responded positively to Dr. Rodriguez and they were enthusiastic about training received. Most have tried to implement the strategies in the classroom. Dr. Rodriguez returned to provide feedback on implementation efforts.

ESCs (Non-Title VII)

- We appreciate the practical ideas for classroom use and consultant's professionalism.

- Administrators, assessment personnel, and teachers came together to plan and create appropriate programs for LEP students. The focus was on effecting systemic change to affect all students through an enhanced curriculum.

- Consultant was well-received. Teachers used ideas from workshop in the classroom. One supervisor was going to share ideas with regular classroom teachers.

- The administrators at the session were very motivated by the information that was presented to rethink their strategies for developing a parental involvement program.

- The assistance from SEDL in curriculum planning has been invaluable to participating schools. The training by Lillie Dam has put these districts on track in curriculum planning.

- Teachers have received a high degree of motivation from the enthusiastic SEDL/MRC presentors. Because of presentors' expertise, ACP teachers are excited and well prepared to embark on their teaching careers.

- Teachers were able to improve instructional strategies and resources for the Bilingual/ESL classroom.

- Students and teachers enjoyed the wealth of information shared (university respondent).

Superintendents and Executive Directors

LEAs (Title VII)

- Services have contributed to program improvement.

- SEDL has provided excellent services to our district to help us provide quality instruction to LEP students. The exceptional training in the form of college courses provided by Dr. Matluck and her staff has helped content and ESL teachers.

LEAs (Non-Title VII)

- Area instructional supervisors (bilingual, exceptional education, and regular) are using information and materials to assist schools develop their improvement plans.

- SEDL/MRC provides much support in terms of suggestions, materials, and motivation.

- As a result of assistance, we received a Title VII grant.

- It provided current information pertinent to this specific population of students.

- We appreciate the staff development services. It has added to the improvement of our program.

- Improved TAAS scores for our low SES and LEP students.
- Teachers' motivation and enthusiasm about working with LEP students increased significantly.
- Teachers are sharing information with other staff. We expect to see more success from students in regular classes. Dr. Liberty provided much insight on improvements in proposal development. We were very pleased with his services.
- Dr. Rodriguez completed extensive work with ESL/bilingual teachers who assisted teachers with implementation of strategies.

ESCs (Non-Title VII)

(none)

Exhibit 32
Suggestions and Comments and Types of Services Desired

A. SUGGESTIONS/COMMENTS.

Project Directors

LEAs (Title VII)

- Provide a brochure or booklet of the available technical assistance offered by the MRC.
- No suggestions needed.
- Just keep up the good work.
- Thank you for your support.

LEAs (Non-Title VII)

- We received very good responses regarding Ms. Rivas' presentation. I only wish that the presentation for my teachers at the secondary level could have been as inspiring and motivational.
- Would like to have longer time--more frequent contact. More AAT credit training sessions.
- Expand list of consultants to allow local consultants to work as well, by consultant areas of expertise.

- We need assistance in writing a Title VII grant.
- Both quality of assistance and extent of available resources committed to assist GISD are noteworthy.
- Opportunities to get Title VII funds.
- Excellent workshop!

ESCs (Non-Title VII)

- The presenter was very informative and knowledgeable. Thoroughly enjoyed the presentation, however, I would suggest more interactive strategies for this type of audience.
- Thanks for being on call as needed as we never know what our next request will be.
- SEDLetter and other resources are very useful in updating trends.
- It is always a pleasure and privilege to have SEDL/MRC trainers in Region XI. They give an extra "spark" to our AC program through their positive and professional workshops.

Superintendents/Executive Directors.

LEAs (Title VII)

- Information on services available.

LEAs (Non-Title VII)

- Expand list of local consultants.
- No suggestions - excellent assistance.
- Staff development and grant networking.

ESCs (Non-Title VII)

(none)

B. TYPES OF SERVICES DESIRED
(including in Regional Workshop)

Project Directors

LEAs (Title VII)

- Increasing LEP parent involvement at secondary level; portfolio assessment. For Regional Workshop: parental involvement, portfolio assessment, integration of technology/software into curriculum.

- College-type courses for ESL training--for content teachers. For Regional Workshop: Questioning techniques for higher-level thinking skills; TAAS assistance for LEP students; Incorporating technology into instruction; and, How to Facilitate Success on Word Problem in Math.

- Some type of networking whereby we can get grant money in the Longview area.

- Proposal writing for Title VII funds. Also, workshops for teachers on the following topics: cooperative learning, implementing accelerated learning, ESL in the content areas, and teachers and the TAAS test. For Regional Workshop: same as above.

- Portfolio Assessment; Interdisciplinary Curriculum Development. For Regional Workshop: Effective Use of Technology (i.e. IBM, Apple) but rather generic--specifically in the areas of CD-ROMs, speech master, etc.

- Training for content area teachers on secondary math and science. For Regional Workshop: Assessment of Language Minority Secondary Students (formal and informal) and Streamling the LPAC Process.

- More modification techniques--training on the inclusion of resource (room) students in the mainstream. For Regional Workshop, Inclusion of resource students; Testing; Sensitivity Workshops; Computer-assisted curriculum; and Developing a cultural center.

- Reading/Writing Strategies; Alternative Assessment; Meeting Needs of Special Education LEP Students; G/T Bilingual Children. For Regional Workshop: Sheltered English in Content Areas; Site-Based Decision-Making for Language Minority Children.

- Developing an integrated bilingual curriculum; Transition; and, Parent Involvement. For Regional Workshop: Developing/Writing an Integrated Bilingual Curriculum Guide; Transition from Spanish to English; and Parental Involvement.

- More on Sheltered Instruction; Reading Strategies; Teaching the Preliterate Adolescent. For the Regional Workshop: Educating/Graduating the Preliterate LEP Adolescents (How feasible is this task?).

- More of the same. For Regional Workshop: status report on district-wide training developments.

- Modification strategies for attacking student needs; innovative program(s). For Regional Workshop: same as above.

- For Regional Workshop: TAAS and the Bilingual Student; and, TAAS and the ESL Student.

- Help with inservice materials selection, possible bilingual teacher recruitment, informational newsletters listing conferences. For Regional Workshop: Whole language for the bilingual child; TAAS strategies for the bilingual child; Teaching writing to the bilingual child.

- Effective strategies for helping students master TAAS; effective program design when staffing is a problem; strategies for content area teachers and ways to motivate them to use the strategies; formats for program evaluation that comply with TEA guidelines and site-based decision-making; effective ways to recruit ESL/bilingual teachers.

- Additional workshops in bilingual/ESL methodology and teaching strategies. For Regional Workshop: Bilingual/ESL stategies; Organizing the Bilingual/ESL classroom; and Assessing the primary and secondary language of students.

- For Regional Workshop: More "train the trainer" workshops for ESL and Regular Education teachers on ESL Strategies. We'd like to have Paul Liberty again for grant-writing assistance.

- TASS improvement and followup to proposal planning workshops.

- Alternative Assessment; ESL training and ESL Content for SECONDARY teachers; and Training for Principal Teams on Two-Way Bilingual Programs. For Regional Workshop: Two-Way Bilingual Programs and Alternative Assessment for LEP Students.

- Assistance in writing a Title VII grant. For Regional Workshop: Addressing testing requirements for LEP students.

- For Regional Workshop: status report on efforts to implement comprehensive, district-wide, staff development plans.

ESCs (Non-Title VII)

- Experts such as Dr. Ortiz (special education) in other areas, such as early childhood. For Regional Workshop: Improving the performance of LEP studetns on TAAS tests.

- Consultatns to come to ESC. Disseminate information on where to get Biling/ESL info on materials, instructional practices, other organizations that provide conferences. For Regional Workshop: Biling/ESL students and TAAS, other standardized tests;

Modification strategies for ESL and regular teachers.

- Support for needs expressed by schools we work with. For Regional Workshop: Teaching At-Risk Children; Classroom Management; and Teaching LEP Students in the Regular Classroom.

- For Regional Workshop: Sheltered English; Techniques for high school level; Writing strategies; Multi-level ESL programs.

- Workshops. For Regional Workshop: Learning Styles and the ESL Student; Organizational Techniques.

- Since our clientele changes each year, we will continue to need the same types of training each year. For Regional Workshop: Emerging issues in the education of LEP students; the most successful approaches and instructional strategies based upon current research.

Superintendents/Executive Directors

LEAs (Title VII)

- Parental involvement, portfolio, and technology in education.

- Improving TAAS scores; modifying content in math and science areas, and other successful strategies and materials.

LEAS (Non-Title VII)

- TAAS strategies, strategies for content teachers, and ways to recruit ESL/bilingual teachers.

- Reading Instruction.

- More on proposal development; followup training; workshops on instruction. For workshop: Program Evaluation and Improving TAAS scores.

- For Regional Workshop: Cultural Sensitivity.

- Two-Way Bilingual Programs.

ESCs (Non-Title VII)

(none)

Outreach, Awareness, and Coordination Activities

This section provides information on the activities that have facilitated or channeled the training efforts of the SEDL/MRC through (a) information-sharing and collaboration with other agencies (coordination-related) and (b) communication about the MRC with the educational community (awareness/outreach-related). These efforts promote the acceptance of the SEDL/MRC by the educational community as an important, unique, and viable entity in providing expertise for addressing the needs of LEP children, their teachers, and their parents.

Coordination-Related Activities

Since 1986 the SEDL/MRC has engaged in various multi-district and multi-agency arrangements that contributed in important ways to the delivery of services. First, the SEDL/MRC and the Texas Education Agency (TEA), as reflected in the SEA Letter of Agreement, established the basis for joint training efforts that allowed TEA personnel to address policy issues and the SEDL/MRC to provide authorized technical assistance and training to LEAs. During 1992-93, two sessions were held with TEA to update the SEA Letter of Agreement.

In addition, the SEDL/MRC and TEA collaborated in making presentations at various professional meetings attended by multiple districts, such as sessions at the Texas Association of Bilingual Education and Texas TESOL. While the MRC provides training to school districts on such topics as ESL methods, ESL in the content areas, language learning strategies, whole language, higher-level thinking skills, and cooperative learning, TEA personnel offer information on state policies, developments, and procedures for educating LEP students. TEA personnel and SEDL/MRC staff communicate several times

each week in regard to planning and sharing of information and materials.

Secondly, multi-district, multi-agency training was achieved through collaboration with the 13 Education Service Centers (ESCs) within MRC Service Area 8. Continuing the cooperation established during 1986 with the ESC directors, and renewed in December, 1992 the seventh annual Turnkey Workshop was held May 20-21, 1993 in Austin. Again, TEA participated in the one and one-half day training. The Workshop, attended by 10 persons from seven ESCs, addressed "Integrated Instruction." Participants were from three of four Super Regions, the exception being the ESCs in the North Region (ESCs 8 through 11). Non-attending ESCs will be offered the training and materials at a later time. An agenda and evaluation data supplied by participants are provided in Appendix E. In keeping with the Turnkey approach, each regional ESC is asked to sponsor, organize, and present a follow-up workshop on "integrated instruction" for teachers and principals serving limited English proficient students within their regions. Four ESCs (6,7,12,16) have scheduled turnkey workshops during September. Other ESCs plan to provide workshops during 1993-94.

The success of the multiplier effect through the turnkey workshop training model is apparent from a special study of the number of turnkey-topic workshops conducted by the ESCs over a two-year period, 1988-90. In 1988, when the SEDL/MRC was serving the entire state of Texas, the 20 ESCs received training on Higher-Order Thinking Skills, followed in 1989 by Cooperative Learning, and Whole Language in 1990. In a survey of the 20 ESCs in August 1990, 12 ESCs supplied information on the number of workshops conducted and the number of participants in those workshops. The data showed the following:

Higher-Order Thinking Skills	88 workshops	2,264 participants
Cooperative Learning	79 workshops	1,588 participants
Whole Language	26 workshops	714 participants

Overall, the data from just 60% of the ESCs showed that they conducted 193 turnkey-topic workshops for 5,566 participants on the three topics during the two-year period, 1988-90. Thus, ESCs were found to not only provide a single turnkey workshop but to provide workshops over an extended period. The success of the turnkey model is believed to be due to the quality of training consistently provided by the MRC to the ESC trainers, the attention devoted to the follow-up of the training and the planning of the regional workshops, and the SEDL/MRC's selection of high-interest and state of the art topics for attention. The estimated participation in the four upcoming workshops is about 200 persons from about 20 districts. The actual numbers could be much higher since each ESC announces the availability of turnkey workshops to all the districts (50-60) in its region.

Related to the turnkey delivery model, the SEDL/MRC encourages individual ESCs to sponsor regular workshops within its region. Through August, the SEDL/MRC has delivered 11 workshops in six ESCs for 293 participants from 91 districts. With the four turnkey workshops scheduled during September, the SEDL/MRC will have provided 15 workshops for nine ESCS (4,6,7,9,11,12,14,16,17) through September 1993. The estimated participation is for about 500 participants from 110 districts.

An additional indicator of the success of the turnkey strategy is that ESC representatives have requested a full two-day training session for next year, with the extra half-day providing "hands-on" time to develop the training materials they will use in the follow-up workshops. This request for a longer workshop comes from individuals who are extremely busy with a variety of training activities in their respective centers.

Besides contributing to outreach on the SEDL/MRC, the coordination efforts with the ESCs establish a bilingual/ESL educational network within the service region and the state. The ESC-based training efforts enhance the capacity of the ESCs to provide bilingual/ESL

services to school districts, many of which are small and are just beginning to implement programs for LEP students. Obviously, the "integrated instruction" turnkey topic, which integrates language with content instruction, is central to the district capacity-building efforts. For districts more experienced in bilingual/ESL programs, the integrated curriculum enhances and institutionalizes existing bilingual/ESL programs.

Thirdly, the SEDL/MRC engages in joint training and technical assistance sessions with other Title VII agencies, such as the Title VII Evaluation Assistance Center-East Region (EAC-E) located in IDRA in San Antonio under a subcontract with George Washington University. The EAC-E provided training on evaluation methods for individuals from Title VII and non-Title VII districts within MRC 8. Also, the SEDL/MRC engaged in collaboration with universities with Title VII EPT training grants in teacher training and non-CIP projects in early childhood education, at-risk populations, and parenting development. Collaboration with IHEs included workshops, consultations, and technical assistance on teaching strategies and materials, providing statistical information on LEP students and teachers, proposal planning, and serving as a training site for students. Collaboration with non-CIPS essentially concerned the three statewide Academic Excellence projects and involved dissemination strategies and identifying adopter sites.

The SEDL/MRC provided three workshops at two IHEs with Title VII Educational Personnel Training grants (Sam Houston State University: Developing the Literacy Skills in Spanish of LEP Students; and Stephen F. Austin State University: Multicultural Education for Faculty and Administrators and Teaching Strategies and Cultural Characteristics of Hispanic Students). Further, the SEDL/MRC utilizes university faculty as staff associates and consultants in training and technical assistance efforts, thus further promoting the coordination relationship.

Fourthly, the SEDL/MRC conducted training sessions at a number of professional meetings. A special coordination session was provided at the National Association of Bilingual Education (NABE) Meeting on "Helping LEP Students Learn in Mainstream Classes." Also, a technical assistance session was offered on "Becoming Authors in Spanish: Students, Teachers, and Parents." The NABE sessions were conducted in February, 1993. At the Metroplex (Dallas/Fort Worth) BEAM Conference, the major bilingual/ESL conference in the North Texas region, a workshop on "Critical Thinking Skills Through Creative Thinking Activities" was presented by the MRC. Further, SEDL/MRC staff participated in the programs of other professional groups, such as the Texas Association of School Administrators, Texas Association of Bilingual Education, and the TexTESOL Meeting.

Fifthly, a special training-related coordination activity exists with the University of Houston. At the request of the Spring Branch Independent School District (which has three Title VII TBE grants) and the University, the SEDL/MRC taught a three-hour credit course in ESL Literacy which is a required course leading to bilingual and ESL endorsement for teachers. Lacking staff resources, the University of Houston was unable to provide endorsement courses at convenient times off-campus for teachers. Through an agreement with the University, SEDL/MRC staff taught the course, while the university provided oversight and awarded academic credit. The course was offered during five weekend (Friday evening and all day Saturday) sessions within the district. Fifteen teachers completed the course. The University and the SEDL/MRC plan to provide future courses in a similar format.

Continuing the "university training model," the SEDL/MRC has collaborated with three IHEs to provide eight weekend courses for 119 teachers from nine school districts. Classes met four or five weekends per semester. Courses have included: ESL in the Content

Areas, Literacy Acquisition in ESL, ESL Reading, and ESL Literacy. At least 45 teachers have completed bilingual or ESL endorsement requirements (four courses are required). This model provides intensive training for Title VII project teachers and facilitates achievement of OBEMLA directives that encourage districts to award academic credit to teachers wherever possible.

The varied coordination efforts of the SEDL/MRC continue activities of the previous six years during which time coordination tasks were systematically addressed and accomplished. In this approach, a tentative universe of coordination activities, both Title VII and Non-Title VII, was identified. Then, a special form was used for information-gathering. Third, a form was prepared that organized agencies according to coordination categories. Fourth, a manual file of coordination agencies was prepared, including the assignment of a "coordination level." Fifth, a computerized file of agency information with descriptor information was developed. Appendix F lists the 40 major participating coordination agencies, a specimen coding form, and the specified coordination levels.

The levels range from 1 (a one-time activity) to 5 (collaboration between the SEDL/MRC and the participating agency in providing technical assistance or training.) At level three, coordination involves a two-way reference and referral system. Level 1 actually corresponds closest to outreach, that is, sending informational literature or making other contact with an agency. Although subsequent contacts may be made with the entity or agency, for example a Head Start project, the assigned coordination may remain at Level 1. Level 3 includes entities with which the SEDL/MRC interacts in the reference and referral sense. Level 5 is exemplified by the joint training efforts of the SEDL/MRC and the EAC-E, the ESCs, and the Division of Bilingual Education/ESL within the Texas Education Agency.

Coordination with Title VII agencies has been primarily with the National

Clearinghouse for Bilingual Education (NCBE) the EAC-E, other MRCs, and, of course, OBEMLA. The NCBE and the SEDL/MRC have exchanged documents and materials, have served as reference and referral for each other, and have participated in joint training. While the SEDL/MRC receives updates on NCBE services and materials (electronic bulletin board and other), these are communicated to LEAs who seek access to NCBE. The SEDL/MRC has responded to NCBE requests for information on various locally-available materials to help in the development of mini-bibliographies and the database of project-developed materials. Similarly, NCBE has provided bulk materials for special coordination efforts, such as the Focus Seminar on the preparation of teachers for LEP students organized by the SEDL/MRC and attended by 13 area or regional IHEs. The Focus Seminar is an example of the SEDL/MRC working with teacher training institutions, the Texas Education Agency and the Texas Higher Education Coordinating Board Education to address key issues involving teacher training programs for serving LEP students.

In addition, coordination with other Title VII agencies and programs has included sharing information with MRCs, both independently and at the request of OBEMLA. The SEDL/MRC has exchanged information with other MRCs at national meetings of the MRC directors and through materials exchange. At the request of school districts, the SEDL/MRC has solicited from OBEMLA information on programs, such as Academic Excellence, Special Populations, and Developmental Bilingual, and has requested information on the number of projects funded so that planning of T/TA services could begin as soon as possible. Further, efforts have been made to identify qualified readers of Title VII proposals, both CIP and non-CIP.

On the MRC Staff Exchange Task, the SEDL/MRC (Service Area 8) engaged in an exchange during the year with the Service Area 4 MRC. Specifically, this exchange involved

having a staff member from MRC, Service Area 4, make a major address at the SEDL/MRC Regional Workshop on "Integrated Teaching."

Also, a SEDL/MRC Senior Training Associate, Ms. Maggie Rivas, participated with other MRC trainers in the Staff Development Institute in Washington during July 1993. Ms. Rivas presented on the topic training of administrators.

Since Title VII projects are concerned with evaluation, the SEDL/MRC has worked closely with the EAC-E in both referring LEA requests to the EAC and providing information to the EAC on individual LEAs. The EAC-E provided written material for the directors in the Annual Regional Workshop in November, 1992. Planning information has also been provided the EAC on the MRC's perceptions of evaluation needs in the region, topics of interest, and newer strategies for accessing districts.

In summarizing the past year, the SEDL/MRC has held coordination meetings with the Texas Education Agency (joint presentations and planning), the Education Service Centers (Turnkey Workshop and other workshops), Title VII IHE grantees (Focus Seminar, workshops, joint college course, and use of staff associates and consultants in providing training), non-Title VII training institutions (Seminar, workshops at professional meetings), and other Title VII agencies (consulting to non-CIPs and sharing among MRCs, and other sharing with NCBE).

Coordination activities allow the MRC to serve as a conduit for regional informational exchange that includes consultations, workshops, and publications. For example, LEAs and IHEs receive information on exemplary bilingual/ESL practices, bilingual early childhood education, bilingual special education, parental involvement and training, and other programs that serve LEP students and their parents. Also, the MRC helps universities and colleges disseminate information about their regular and Title VII training programs and collaborates,

through workshops, seminars, and fellowship training. Taken together, through the varied coordination efforts, the SEDL/MRC is building an information system that (a) elevates the level of capacity-building within the network of Title VII projects and agencies and (b) enhances the quality of education for LEP students in the state.

Outreach/Awareness-Related Activities

Communication about the SEDL/MRC occurs through informational materials, the Regional Workshop, presentations, and other professional activities. Upon implementation in October 1986, awareness information was sent to Title VII CIPs and state bilingual programs. Each year, updates and mailings are achieved. An announcement was sent during 1992-93 to all the Title VII projects and state bilingual projects (approximately 100), TEA divisions, and the 13 ESCs in the region. Informational literature is also distributed at state and local bilingual education and ESL conferences attended by SEDL/MRC staff.

The 1992-93 Regional Workshop was held November 17-18, 1992, in Austin. The 14 Title VII CIP directors, the directors of each of the state funded bilingual programs (approximately 100), the lone Title VII non-CIP (academic excellence project), and the 16 Title VII IHEs were invited. Altogether, 80 individuals attended, including 23 individuals from districts with the 14 CIPs, 49 persons from 36 non-Title VII districts, and representatives from five IHEs, TEA, EAC-E, and NCBE.

Topical areas included Innovative Secondary Programs, Developmental Bilingual Programs, Proposal Writing, Strategies for Parents, Beyond the Basics of Bilingual/ESL Programs, Technology, Clearinghouse News, TEA Update, Providing Programs for LEP Students, and the Principal's Strand. The inclusion of administrators, initiated in 1988-89 and expanded thereafter to include separate sections, promotes the institutionalization of bilingual/ESL programs within districts. In all, representatives from 46 districts participated

in the Regional Workshop.

Evaluation data from Regional Workshop Participants showed ratings of the 22 activities to range from 2.7 to 5.0, on the five-point (1-5) Likert scale. The results are shown in Exhibit 33. The overall ratings for Title VII and non-Title VII groups were similar and averaged 4.4. Despite the identical overall mean rating, Title VII respondents favored information sharing and information on new programs and technology applications. Non-Title VII respondents liked sessions on exemplary programs and Title VII proposal writing information. These differences in preferences and priorities are taken into account in planning workshops.

Exhibit 33
Highlight Results of the
Annual Regional Workshop
November 17-18, 1992

1. Respondents. Evaluation forms were completed by 33 participants, including 13 from Title VII districts and 20 from Non-Title VII districts. Respondents rated the general and concurrent sessions on a scale of 1 (low) to 5 (high). The overall mean rating by all respondents was 4.4, or 88% of the maximum possible rating.

   Title VII raters included: 6 directors, 4 administrators, 1 coordinator, and 1 teacher. Non-Title raters included 6 directors, 5 administrators, 4 coordinators, 1 teacher, and 3 others.

2. Comparative Ratings. On 13 of the 22 topical comparisons where both Title VII and Non-Title VII ratings were available, Non-Title mean ratings were higher 59% of the time, Title VII 32%, and Tied 9%.

   The ratings of the five highest and five lowest rated sessions for the two groups are shown below. Some sessions are listed twice because of concurrent sessions.

   A. Title VII. The highest-rated sessions, ranging from 4.7 to 5.0, were: Lufkin's Developmental Program-5.0; Small Groups 1 and 2-4.7; Technology Uses-4.7; and four others tied at 4.4. The lowest-rated sessions, ranging from 2.7 to 3.7, were: Strategies for Parents-2.7; Beyond the Basics-3.0; TEA Update-3.4; Beyond the Basics-3.5; and the Clearinghouse-3.7.

   B. Non-Title VII. Highest-rated sessions, 4.6 to 5.0: Small Group 5.0; Proposal Writing 5.0; Innovative Secondary Programs 5.0; Lufkin's Program 5.0; and Proposal

Writing 4.6. Lowest-rated sessions, 3.4 to 4.0: Strategies for Parents 3.4; Beyond the Basics 3.5; Small Group 3.7; TEA Update 3.9; and Lufkin's Program 4.0.

3. Summary. The Title VII ratings varied more widely, ranging from 2.7 to 5.0, while non-Title VII ranged from 3.4 to 5.0. However, both groups had identical overall means of 4.4. Despite the equality of means, the two groups expressed preferences for some different types of sessions. The Title VII respondents appear to like the small group sessions where they can share information on their projects and obtain information on new projects and technologies. But, information on strategies for parents, beyond the basics, and TEA and Clearinghouse updates are down-rated, perhaps being seen as old information.

   Non-Title VII respondents favored sessions on innovative programs, both secondary and Lufkin, and proposal writing. Information on sample programs and access to Title VII was seen as high priority. But, like Title VII, strategies for parents, beyond the basics, and TEA updates were least-favored. So, the two groups differ in their perferred sessions, despite supplying the same overall rating.

Access to the professional community is also achieved through presentations by the SEDL/MRC staff at professional meetings and in seminars with university personnel. Also, the SEDL/MRC staff associates and consultants provide information about the SEDL/MRC in MRC-sponsored and non-MRC training sessions. Further, the SEDL/MRC staff participates jointly in other SEDL programs (e.g. rural and small schools, math-science initiatives, and school improvement services) in providing services to eligible clients. Thus, community awareness is promoted through a variety of outreach strategies.

Achieving awareness-outreach and a significant level of training for the 600 school districts in Service Area 8 with bilingual/ESl programs remains a concern. Many of these districts are small and are located in rural areas. These are targeted through the ESC network, as well as through direct services. On the other hand, special approaches are needed for the larger, urban districts. Two new staff initiatives were launched during 1992-93 on behalf of the larger districts.

For Dallas ISD, a series of two two-day Professional Development Seminars was planned, through staff development technical assistance sessions, with Dr. Rosita Apodaca,

Assistant Superintendent for Special Programs, and other supervisory personnel. In this approach, campus teams from 60 high priority schools were trained on topics in bilingual/ESL education. The Seminars were delivered over a two-month period and entailed 24 hours of instruction. During 1993-94, district supervisory personnel will pursue staff training with teachers on these campuses.

For the Houston ISD, the SEDL/MRC staff planned with the Multilingual Programs Division staff a series of three one-day trainer of trainer sessions for bilingual, Chapter 1, and regular program area supervisors. The SEDL/MRC staff and consultants delivered two of the three sessions and assisted the Houston ISD staff in conducting the third. Approximately 40 supervisors participated in the training. Following each session, the area supervisors met in groups with the Multilingual Program Division staff and developed training modules to use in training in their assigned schools.

While the Houston effort followed a district-wide "trainer of trainers" model, the planned effort with Garland ISD employs an intensive teacher training institute model. Beginning in September 1993, following four months of planning, the effort utilizes SEDL/MRC staff, staff associates, and consultants to train 120 teachers and other school personnel in bilingual education programs. The formal training effort, spanning nine months and totaling 75 hours, will include collegial coaching, classroom observation, and demonstration sessions. The Dallas, Houston, and Garland efforts are designed to have a greater impact than occasional workshops of a general nature on the preparation of teachers in programs for LEP students.

Other Professional Activities

The SEDL/MRC has achieved considerable visibility for its service delivery, materials and other resources, and professional contributions in preparing teachers and parents to work

with LEP students. The SEDL/MRC Resource Center has been very important in the MRC's training effort. The collection of reference materials, numbering 6,024 items, provides a rich resource for both the SEDL/MRC staff and educators throughout the state. Although not a lending library, materials can be used on-site by educators and other eligible clients. Teachers, supervisors, and administrators have utilized the Resource Center. Since Austin is the site of many state meetings, the SEDL/MRC is increasingly visited by educators who tend to district business and then arrange consultation visits in the MRC.

In addition to its own acquisition of commercial materials and prepared training materials, the SEDL/MRC receives donated materials from the Division of Bilingual/ESL Education, Texas Education Agency. These materials include TEA guideline and implementation manuals and curriculum and assessment materials developed by publishers and submitted for state approval. Recent acquisitions include early childhood, social studies, and ESL systems materials.

Other professional efforts include formal workshops at Title VII and other IHEs by the SEDL/MRC on a variety of applied topics. These are undertaken at the request of the IHEs. Besides the workshops, the SEDL/MRC has had the lead responsibility for teaching academic credit courses in coordination with IHEs. These courses target specific need areas within districts. The Garland institute approach, mentioned above, is akin to the academic course model, but without the academic trappings.

Some of the SEDL/MRC-delivered workshop yield Advance Academic Training credit. AAT credit courses (hours) are required for salary increases and promotion of teachers and administrators in Texas. While only one course was provided for AAT credit through the SEDL/MRC, that is the MRC requests course approval from TEA, many other workshops carry AAT credit that is awarded and tracked through the host district or ESC. AAT credit

usually requires a concentrated six-hour or greater concentration. Half of the workshops conducted by the SEDL/MRC during the year were of six hours duration.

Finally, the SEDL/MRC has achieved a reputation for providing training programs for administrators in districts providing educational programs for LEP students. A special training strand (special sessions) for principals is incorporated into the Annual Regional Workshop. Also, the SEDL/MRC is continuing its support of the Texas Superintendent's Leadership Council, organized in 1990-91 and reconstituted in 1992-93 in keeping with the realignment of MRC regions. The Council, composed of nine superintendents, reflecting geographical regions and the nominations of their peers, serves as a planning forum for MRC administrator training and makes presentations at professional meetings. During 1992-93, the Council representatives presented at the Regional Workshop, the Summer Institute for Principals, and the Texas Association for Bilingual Education. The Council's work may assist an individual school district or a cluster of districts, as well as advising the Texas Education Agency on educational programming for LEP students. The Chair of the Council, Dr. Roberto Zamora, currently serves as a special assistant to the Commissioner of Education.

Akin to the Superintendent's Council, a Principals Group has been established to provide guidance to the MRC on specific training needs of principals. Besides participation in the Regional Workshop, a committee of principals suggests needed training to be provided in the Annual three-day Summer Institute for Principals. The second annual Institute was conducted in July, 1993 and showcased exemplary programs, technology applications, integrated instruction, research applications, and other topics. An especially notable presenter was the OBEMLA Director, Dr. Eugene Garcia, who summarized what research is showing in regard to the effective design of programs for LEP students. Dr. Garcia's session was the highest-rated session. In their suggestions for future sessions, principals asked for evaluation

data on designated exemplary projects. Also, monolingual English principals asked about projects that are effective but do not have bilingual principals and, perhaps, not even bilingual teachers. Institute participants could receive General Management Training (GMT) credit for their participation.

Other Tasks and Accomplishments

Operationally, keeping track of training resources and numerous training activities requires an efficient computer-based accounting system. Such a system exists within the SEDL/MRC. Resources and items within the SEDL\MRC's assigned information gathering area are maintained in computerized files. New materials are screened, evaluated by staff, and assigned to areas within the Resource Center. Annotations are also prepared and entered in the computer files.

Also, the schedule of training and technical assistance and related budgetary matters are similarly maintained. Likewise, the completion of T/TA tasks is documented, making possible a variety of reports on the nature and cost of provided services. Such reports are used for ongoing monitoring and reporting and also for monthly reporting of T/TA sessions, number and type of workshops and participants therein.

The computer-based system also promotes the preparation of special reports, such as this Annual Performance Report. Data can be organized or disaggregated by month, presenter, location (district, region, super region), type of training, length of training, and participation in training. In turn, all of these service categories can be related to participants' evaluation ratings.

For the present year, the usual six-item rating form was expanded to include additional rating categories. The categories now include: organization of the workshop, the usefulness of the workshop, the quality of the handouts, the effectiveness of the presenter, the

appropriateness of the training, and the overall quality of the workshop. Then, an Overall (mean) Score is computed.

The availability of these evaluation data helps to identify the strength and weakness of delivered training. Data also are used to assess workshops against criterion standards. Lower-scoring workshops are reviewed and analyzed. These same criteria are also emphasized by the MRC in planning of services to help ensure the relevance of training for various types of workshop participants.

A final area of accomplishment pertains to the small number of Title VII CIP and non-CIP projects within the Service Area 8. Historically, Title VII projects have been located in the border areas of Texas, which has now been assigned to Service Area 9. The rest of Texas has been historically underserved by Title VII. In 1992-93, 72% of the Title VII CIPs in Texas were located in Service Area 9, although only 29% of the Texas districts with LEP students are found in Service Area 9. Also, the total numbers of LEPs in Service Areas 8 and 9 are quite similar, being only 52-48% in favor of Service Area 9.

A special effort by the SEDL/MRC has been made to increase the representation of Title VII grants in Service Area 8. Accordingly, special proposal-writing technical assistance sessions were provided for applicants. About two-thirds of the 48 technical assistance sessions provided during the year have focused upon program planning for proposals. The preliminary results of the 1992-93 Title VII competition show some payoff for these efforts. Of the 47 new CIP proposals submitted in Texas, 27 (57%) were from Service Area 8 school districts. Of the 11 newly-funded CIPs, 6 (55%) are in the SEDL/MRC Service Area.

Impact of the MRC

This section highlights the accomplishments of the SEDL/MRC in improving project management and methods of instruction of the SEA and LEAs within Service Area 8.

Examined is the impact of SEDL/MRC services during the present year on recipients and potential recipients and the continuing needs of districts with LEP students in the state.

Assessment of 1992-93 Services

During the first 11 months of FY '93, the SEDL/MRC provided 79 workshops and 48 technical assistance (TA) sessions to 2,708 participants in 118 unique school districts plus five ESCs, five IHEs, and two professional organizations. With the inclusion of 14 scheduled workshops during September 1993, the SEDL/MRC will have provided 141 T/TA sessions for about 3,200 teachers, instructional aides, administrators, and parents from about 160 unique school districts and other educational entities.

As of August, 1993, services were provided to both Title VII and Non-Title VII LEAs, with 40% of the service activities going to Title VII LEAs and 60% to Non-Title VII LEAs. At the end of the year, the percentages will be 37-63 in favor of Non-Title VII projects. At that time, the SEDL/MRC will have honored all T/TA requests from 11 Title VII LEAs for 52 T/TA sessions and provided multi-district training and/or consultation to all 14 Title VII classroom projects. Also, the SEDL/MRC will have provided 89 T/TA services to about 107 different Non-Title VII LEAs and 12 ESCs and other entities. By the end of the year, the SEDL/MRC will have impacted with T/TA services about 22% (N=118) of the approximately 545 school districts in Service Area 8 with bilingual/ESL programs, either through single districts or through 12 of the 13 ESCs comprising Service Area 8.

The very high effectiveness ratings assigned to all of the different workshop topic areas indicates another aspect of the impact of these services. The Overall Mean Rating for all workshops was 3.7, reaching a level that is 93% of the maximum rating (4.0). Evaluation ratings were equally high for Title VII and Non-Title services.

Teachers comprised about 70% of the participants in training and technical assistance

activities through August 1993, while administrators comprised 18%. Parents and instructional aides each accounted for 6%. Thus, 76% of the service recipients, teachers and aides, are involved directly in the instruction of Limited English Proficient (LEP) children. Teachers and aides were trained together in 32 (25%) of the 127 workshops through August 1993. Such joint training is encouraged since it typically contributes to more effective classroom management and instruction. Administrators who constituted 18% of all training participants participated in 21 individual sessions and 59 joint sessions, or 63% of all workshops. The involvement of administrators facilitates the implementation of effective special language programs.

In addition to teachers, aides, and administrators, 170 parents, comprising 6% of the participants, received training during the 11-month period by the SEDL/MRC in three workshops that included teachers, aides, and administrators. The Texas Education Agency directed the MRCs in Texas to focus on staff training and leave parent training to the districts. The training efforts emphasized involving parents in schools.

Follow-up evaluation of SEDL/MRC training activities was again conducted with project directors and district administrators. Over the past six-years, evaluation ratings were at the maximum 4.0 level. The 1992-93 results were uniformly 4.0 with comments indicating that the MRC training contributed importantly to (a) improvement in quality, organization, and type of instruction and (b) enhancement of teacher morale and motivation.

Projections for 1993-94

In FY'93, Texas was served by two Multifunctional Resource Centers. The SEDL/MRC Service Area 8 includes 75% of the state's school districts, 71% of the districts with LEPs, and 49% of the 320,977 LEP students in the state. However, with its 14 CIPs, Service Area 8 had only about 30% of the CIPs in the state. Funding information indicates

that the four fifth-year CIPs in Service Area 8 will be replaced and the number of CIPs will increase to 16. The majority of CIPs will be Transitional Bilingual Education projects, with a few being Special Alternatives and one being a Developmental Bilingual Project.

Given the underrepresentation of Title VII CIPs within Service Area 8, a major effort has been and will continue to be to increase the number and percentage of CIPs within Service Area 8. Through program planning, technical assistance and workshops that cite Title VII grant opportunities, there has already been an increase in the number of proposals submitted by districts in Service Area 8 and in the number of new CIPs funded. Of the 11 new CIPs in Texas for 1993-94, six are in Service Area 8.

Through proposal planning assistance and other T/TA efforts, the SEDL/MRC is working to improve the number and quality of programs serving LEP students within Service Area 8. Only 38% of the districts have bilingual education programs and more districts will have to offer bilingual programs for the increasing number of LEP students. Also 44% of districts currently offer ESL programs for LEPs and many of these districts will be needing to "move up" to bilingual education programs as the number of LEPs served reaches the state's "trigger levels." Further, 12% of LEP students are not being served in bilingual/ESL programs, due to parental denials of participation and the unavailability of qualified bilingual and ESL teachers.

During 1992-93, the number of LEP students in Texas increased by 37,662 relative to 1991-92. At least 50% of this increase occurred within Service Area 8. Against an existing shortage of bilingual/ESL teachers, about 860 more teachers were needed this past year to serve this increase of about 19,000 LEP students in Service Area 8 and an equal number of new teachers will probably be needed next year. Against this backdrop of events, the SEDL/MRC plans to take the following steps.

Future T/TA efforts will need to continue the expansion of Title VII and bilingual education throughout Service Area 8, and especially in East and North Texas. Both of these areas are underserved by Title VII and have many districts that are relatively new to bilingual education. Four new TBE grants will begin next year, three in the East (Houston area) and one in the Dallas area.

In addition to services provided by the MRCs, Texas LEAs will be served through the Education Service Center network and coordination resources that allow the SEDL/MRC to reach more districts and their instructional personnel. Collaboration with the ESCs, through the Turnkey workshops and other avenues, will be necessary to reach the many smaller districts offering ESL programs and other districts preparing to provide bilingual education.

MRC workshops will need to feature special comprehensive and concentrated staff training sessions in districts. These efforts have begun in Dallas, Houston, and Garland districts with large numbers of LEP students. Such efforts mandate the participation in training of all teachers serving LEP students.

District staff development will likely be spread over 2-3 days to accommodate the requests of district personnel for intensive, demonstration, and follow-up training.

In areas of severe teacher shortage, MRCs will continue to provide college credit courses, through coordination efforts with universities, where regional IHEs are unable to meet the inservice training requests of school districts.

Districts can be expected to continue to move toward a staff development strategy whereby they employ longer workshops, more intensive topical workshops, and a serial approach to training, in addition to one-time, survey workshops. In order to meet the priorities indicated in a survey of teacher needs, districts usually offered a number of different workshops during the year to give teachers a potpourri of topics. These survey-type

workshops, providing general-type information, are geared to teachers who are new to bilingual education and want to learn about "hot" topics such as cooperative learning, whole language, and integrated instruction.

While the more general types of workshops provide a good information overview, longer workshops or a series of workshops are required to help teachers to be able to apply the information. Through the staff development literature presented to project directors by the SEDL/MRC, district staff development planning is urged to focus more upon training to help teachers apply knowledge and to have followup training or demonstration teaching as part of the applied learning process. While the informational workshops communicate information, a series of application steps is necessary before a teacher is able to implement a new approach or activity.

District administrators are beginning to realize that special language programs for LEP students require their involvement and a process approach to teacher training. They are more attuned to the needs of teachers (i.e. listening to teachers) in implementing educational changes, and they perhaps better understand that innovative methods require special materials, different strategies, and modified classroom arrangements. The MRCs will increasingly be asked by districts to provide training and technical assistance on the implementation of special language programs.

In addition to processing requests from Title VII and Non-Title VII LEAs, universities with Title VII teacher training grants, and professional organizations in bilingual/ESL education can be expected to increase their requests for MRC services. IHEs desire the "how to" MRC seminars for their undergraduate and graduate students. This development will permit the MRCs to further extend the service delivery network to impact greater numbers of current and future teachers of LEP children.

Request for services from Non-Title VII projects are projected to increase. The anticipated increase is expected to result both from legislative changes for improving services to LEP and at-risk (dropout-prone) students and a greater awareness by Non-Title VII programs of the services available to them from the MRC network. A further heightening of demand for services derives from the emphasis within the state on improving students' overall achievement and higher-order thinking skills on the Texas Assessment of Academic Skills (TAAS) battery. Further, the America 2000 emphasis on mathematics and science will result in greater demands for newer strategies to assist LEP students through "integrated language and content instruction".

Among workshop topics, ESL topics and Language Learning Strategies will continue to be heavily requested and will account for about 50% of the MRC workshops. Integrated instruction is the newest approach in language learning. These strategies require modifications of both instructional arrangements (classrooms, use of instructional aides) and the behaviors of teachers, instructional aides, and students. The MRCs will need to help bring about these educational changes.

The effective schools, school restructuring, and site-based management literature, including applications for LEP students, will remain heavily emphasized within the state. The effect of site-based management has been to get closer involvement of administrators in programs for LEPs.

Alternative education programs for LEP students who are unable to perform in traditional and bilingual/ESL classrooms will increase. One of the three Academic Excellence (AE) projects in Texas (Giddings State School) is finding a demand for its exemplary program, both with LEP and other students. The SEDL/MRC has been instrumental in disseminating information on the Giddings AE Project and finding adopter sites.

Assistance is also provided to the other AE Project on early childhood in the state.

Requests for parental involvement workshops for teachers and administrators are expected to increase and expand in content so as to include greater emphasis on parenting techniques in promoting early language and literacy development of their children and other activities that involve parents in the education process. Adult ESL and literacy training and materials will be in demand to promote family literacy as districts see the need to train both parents and their children.

Technical assistance efforts on program planning and implementation and staff development undoubtedly will increase as the new Title VII projects are implemented. Also, more Non-Title VII LEAs will ask for assistance in applying for Title VII Transitional Bilingual, Special Alternative, and Developmental Bilingual Education grants. This is especially so considering the scarcity of education funds within the state.

Administrator training will become increasingly important. Both superintendents and principals will need to be better trained on procedures related to the education of LEP students and to provide leadership in their districts. Special sessions for principals will be provided in the Annual Workshop, T/TA sessions, and other meetings. The Summer Institute for Principals will expand management training for bilingual and monolingual principals.

Due in part to previous outreach and coordination efforts with IHEs, about two-thirds of the 29 Texas IHEs in Service Area 8 offering bilingual/ESL programs are expected to apply each year for Title VII teacher training grants. Currently, 10 IHEs in Texas have Title VII teacher training grants and five have Fellowship grants. Through coordination efforts, MRCs will provide stastistical and current literature to IHEs and also facilitate information-sharing among universities on new training programs for LEP students.

An expansion is expected in the alternative certification programs within Texas,

whereby individuals with college degrees in non-teaching areas can earn teaching certificates in bilingual/ESL through a combination of academic work and supervised classroom instruction. As school districts develop and use alternative certification procedures to develop their bilingual and ESL teachers, the MRCs will be called upon to provide training sessions for these newer teachers of LEP students.

Through both training and coordination efforts, the MRCs will have an opportunity during 1993-94 to participate in the educational reform developments within Texas by assisting districts to develop bilingual/ESL programs and improve the quality of instruction for LEP students. Confronted with educational changes that are likely to keep LEP students in bilingual/ESL programs longer with reduced funding, Texas districts will be looking to the MRCs for more and better instructional strategies and materials.

III. SPECIAL INFORMATION GATHERING AREA

The particular information gathering area assigned to the SEDL/MRC is English Literacy for LEP Students. As the the SEDL/MRC has interpreted this topic, it encompasses three major areas: (a) instructional methodologies and practices, (b) instructional materials used in teaching students or for training teachers, and (c) organizational patterns for instruction (i.e., program design).

Information and materials that address instructional methodologies and practices treat (a) research on and theoretical assumptions about how literacy other than in one's first language is learned (i.e., English literacy for students from non-English backgrounds) and (b) application of the research findings and theoretical assumptions to teaching and learning. Practices (i.e., techniques and strategies) of a general nature that are consonant with a given theoretical view are then derived and elucidated.

Application of a given theoretical view is reflected in the design and content of instructional materials. That is, instructional materials built around a given theory of second language literacy reflect those assumptions associated with the theory, both in the material contents (what is taught) and in the approach to instruction (how the identified content is to be taught and/or learned). Instructional materials generally are of two types: (a) those for use by students, which commonly are accompanied by teachers manuals that guide teacher behavior in the delivery of instruction and (b) those for use by trainers who prepare teachers to use either a particular methodology, a certain approach, or a given set of materials.

Materials that treat instructional methodologies and practices do not, as a general rule, address program design or the issue of how best to organize students for the delivery of instruction. Whether one elects to develop English literacy skills for LEP students through a bilingual education program, an ESL pull-out program, a sheltered English program, or

through various kinds of immersion programs, the theoretical assumptions about how second language literacy is taught and learned, methodologies, practices, and the instructional materials based on these beliefs do not change. Thus, program design and organizational patterns are based on other considerations such as a favored strategy for fostering cognitive growth and academic achievement while students are in the process of learning to read and write in English, or as in some cases, the exigency of the local situation. Nonetheless, organizational patterns may affect the rate and extent of English literacy acquisition by LEP students and are, therefore, of considerable interest to those policymakers and educators responsible for the education of LEP students.

The SEDL/MRC believes that the knowledge base underlying its assigned information gathering topic encompasses, at a minimum, the three components discussed above. One of the goals of the information gathering task is to develop a knowledge base for use by the SEDL/MRC staff in training and technical assistance activities conducted in Service Area 8. The content of this knowledge base is included in both tangible items (e.g., relevant documents, books, research reports, workshop materials) and non-tangible resources in the form of knowledge and expertise of the SEDL/MRC staff. A second goal is to share this knowledge base with staff members of other MRCs and to make it available to the funding source and to NCBE for dissemination to other educators, researchers, and policymakers.

To accomplish the above goals, four objectives have guided the work of the SEDL/MRC under this task:

- to establish a resource center;
- to develop a computerized resources file that allows easy location of specific materials and information as needed;
- to systematically expand and update the knowledge base and expertise of the SEDL/MRC staff; and

- to routinely provide information to other MRCs, the NCBE, and OBEMLA. Information is made available to others on request.

During 1992-93, progress has continued toward each of these objectives. The process that is employed by the SEDL/MRC staff in accomplishing these objectives is presented below.

In the first step of the process, the SEDL/MRC staff uses established criteria for selection of materials for inclusion in the Resource Center. To meet the criteria, materials have to (a) be research based, (b) reflect current and accepted (by the field) theoretical assumptions, and (c) be potentially useful and practical for training and technical assistance activities. Materials are requested and obtained from a variety of sources, such as Staff Associates, directors of university-based bilingual education/ESL teacher training programs, Title VII workshop participants, publishers, TEA, NCBE, and other professional sources. Selected items are added to the Resource Center, which was initiated in 1986-87, with SEDL's relevant educational collection, database materials, and other items.

In the second step, newly-acquired and accepted items are catalogued and entered into the database. Each item is initially classified into one of four broad classifications: ESL/Instructional, ESL/Professional, General/Instructional, or General/Professional. The first two ESL classifications define the SEDL/MRC's information gathering area. The "general" categories consist of general, or broad, resource materials that support the information gathering area. Then, each item is assigned appropriate descriptors from a list of 74 descriptor terms, which are identified in Exhibit 34.

Exhibit 34

DESCRIPTORS FOR RESOURCE CENTER

INQUIRY FOCUS		
1	Theory	Models, Speculations, Synthesis of prior Research
2	Research	Action, Experimental, Survey Research, not including Evaluation
3	Issues	Speculative discussions of general problems and conflicts
4	Evaluation	Quantitative and Qualitative studies of program effectiveness
5	Measurement	Statistical techniques applied to Achievement, Progress, or to other Variables related to education
6	Application	Implementation, Applications; Method of application of a focus or means or application of other concepts
MEANS		
11	Instruction	Methods, Techniques, Ideas for Teaching & Educating
12	Management	Strategies used by Authorities to Implement Policies, and Programs to reach Goals and Objectives
13	Training	Typically used with In-Service for Teachers
14	Technology	Computers and Machine-Based Education
15	Planning	Planning related to Implementation of Policies, Means, Theories, Programs, etc
POLITICAL UNIT		
21	Foreign	Not Indigenous to the US, Foreign Extraction, Foreign Countries, Recent Immigrants
22	Minority	Minority Language Speakers, Minority Cultures and/or Subcultures, Also used with other descriptors such as Cultural, Program, Issues, etc
23	National	Refers to Concerns affecting the US as a whole
24	State	Concerns affecting any Particular State(s)
25	School	Concerns related to the School as a unit or institution
26	Classroom	Concerns that relate to Particular Physical Classrooms or Activities within the Classroom
27	Teacher	
28	Student	
29	Parent	
GRADE LEVEL		
31	Preschool	
32	Elementary	
33	Middle	
34	Secondary	
35	College	
36	Adult	
INSTITUTIONAL FACTOR		
41	Organization	Refers to any Organization related to education of way of Organizing Educational Processes
42	Education	Refers to Institutions or Subject Matter related to Education in general rather than the process of teaching itself
43	Policy	Decisions, Suggestions, Recommendations, Orders that affect or determine Processes within Organizations and Institutions
44	Program	A particular set of operations used to carry out some goal
45	Curriculum	Information related to Curriculum Levels in general and to Theories about, Research of, or Recommendations for Curricula
46	Materials	Textbooks and Classroom or Training Literature or other Instructional Media
ASPECT OF POPULATION		
51	Cultural	Indetifiable large groups within the total population, Ethnic, Subculture, Folkways and Customs of Majority and Minority Subgroups within the US or other Nations
52	Social	Concerns Interrelationships among peoples and their Patterns, Dynamics, and Practical Consequences
53	Psychological	Emotional, Intellectual, Behavioral, Personal Aspects and Processes pertaining to Individuals
54	Linguistic	Anything related to Language per se, regardless of Language Modality and excluding Language Instruction and Language Learning
55	Developmental	Processes by which the Individual Development considered independently from Educational Effects or Procedures used to Improve or Facilitate anything
56	Proficiency	Skill Acquisition that meets some Criterion Level
57	LF	Foreign Language, Teaching Foreign Language to English Speakers
58	LB	Language Instruction that emphasizes instruction in the Primary Language as a basis for Instruction in a Secondary Language, Programs that emphasize Varieties of Simultaneous Instruction in Primary and Secondary Language
59	L2	Secondary Language, English as a Second Language, Teaching ESL
CURRICULUM		
61	Language Arts	Instruction in any or all of the four primary skills of Language Usage-Reading, Writing, Listening, Speaking
62	English	Specifically related to Instruction in the English Language
63	Math	
64	Science	
65	Social Studies	
66	Whole Language	
LANGUAGE MODALITY		
71	Listening	
72	Speaking	
73	Reading	
74	Writing	

LIBRARY CLASSIFICATIONS

- EI - ESL/Instructional
- EP - ESL/Professional
- GI - General/Instructional
- GP - General/Professional

As of August 31, 1993, all materials obtained have been catalogued, descriptors assigned, and pertinent data on each item entered into the computerized resource file. Currently, there are 3,745 unique and 6,024 total items in the Resource Center holdings including 4,633 books and related materials and 1,391 journal file items. Approximately 63 of these items (e.g., tests and early childhood, social studies, and ESL materials) were obtained from TEA.

In the third step, annotations are prepared for selected items in the information gathering area. As of August 31, 1993, some 273 annotations have been completed. These annotations are very detailed and comprehensive; a sample listing is included as Exhibit 35.

Exhibit 35

Sample Annotated Listing

Title: Literacy and Bilingualism
Subtitle:
Series Title:
Author: Williams, J., & Snipper, G.
Date: 1990
Publisher: Longman
Medium: Book, Paperback
Shelf: 2B
Type: EP
Descriptors: Theory, Issues, Application, Instruction, Foreign, Minority, Elementary, Middle, Secondary, Curriculum, Materials, LB
Annotation Number: 5486.ANN

INTENDED PURPOSE: To provide teachers of limited English proficient students with an understanding of language acquisition and bilingualism, and to suggest teaching strategies for the development of literacy in bilingual students.

TARGETED GROUP: Classroom teachers and teacher candidates who teach or will teach limited English proficient students.

FORMAT AND COMPONENTS: This 162 page paperback book contains a short preface, nine chapters, a references list, and an index.

CONTENT/DESCRIPTION: This book synthesizes a wide range of current theory and research in bilingual eduction and presents practical, concrete, research-based strategies and methods for helping students in bilingual classrooms develop literacy skills. The authors view students' language backgrounds not as problems but as assets upon which to build English literacy skills. The text features an analysis of the cognitive factors related to literacy and bilingualism, as well as an examination of what constitutes literacy. Strategies are provided for teaching language in context, including reading and writing, and for using peer tutors and paraprofessionals in the bilingual classroom. Chapters titles are: "What is Literacy?," "Understanding Reading and Writing," "Defining Bilingualism," "Pedagogy: Teaching in More Than One Language," "Meeting the Needs of Individual Students," "Teaching Language in Context," "Teaching Reading," "Teaching Writing," and "Who Is Teaching Literacy in Bilingual Programs?"

During 1992-93, work also continued on the Articles File that supplements the main Resource Center file. This file includes magazine articles, professional papers, newsletters, journal articles, chapters of books, anthologies, mini-bibliographies of NCBE and other agencies, and SEDL/MRC-prepared training handouts. The Articles file is especially valuable in the preparation of training materials by MRC staff and Staff Associates. Each item of the file is classified into one of 29 topics (see Exhibit 36), referenced to the original source, and assigned a file designation. As of August 31, 1993, the Articles file contained 1,391 items, of which approximately 75% specifically address the SEDL/MRC's information gathering area.

In terms of developing staff expertise, all professional training staff members are involved in evaluating materials and in preparing annotations of materials specific to the designated information area. The staff routinely shares information with each other, both formally and informally. Similarly, as part of professional development for the SEDL/MRC staff, both core staff and Staff Associates, the training staff have been assigned in such a way that each person has had the opportunity to observe and assist in training sessions conducted by another staff member or a Staff Associate. In addition, orientation and training sessions are held with Staff Associates in which time is devoted to the assigned information gathering area, soliciting recommendations for relevant materials, examining current holdings, and discussing current trends in teaching English literacy for LEP students.

Exhibit 36

Article File Descriptors

1.Bilingual Education

2.Bilingual Education Guidelines

3.Bilingual Education Laws/Policy

4.Bilingual Education Methods

5.Classroom Management

6.Cooperative Learning

7.Early Childhood

8.Effective Schools Literature

9.ESL/Second Language Acquisition and Literacy

10.Parent Involvement

11.Teacher Evaluation/Appraisal System

12.Thinking Skills

13.Teaching Strategies/Activities

14.Assessment/Evaluation

15.Training Methods/Strategies

16.Content Area Instruction

17.Tests

18.Test Taking Strategies

19.Computer Assisted Instruction

20.Other Languages

21.Gifted

22.Handicapped Physically/Mentally

23.At-Risk/Dropout Prevention

24.Statistical Data

25.Asian

26.Migrant/Refugee Issues

27.Whole Language

28.Learning Styles

29.Miscellaneous

ARTICLE CLASSIFICATIONS

EI- ESL/Instructional
EP- ESL/Professional
GI- General/Instructional
GP- General/Professional

The SEDL/MRC has the capability at present to conduct a customized search of the holdings in the Resource Center and the Articles files and to provide a computer printout of relevant materials on general or specific topics. Search requests can be processed more expeditiously, due to improved technology. Searches that previously took 30 minutes can now be done in two minutes. Searches are done at the request of SEDL/MRC staff members and Staff Associates (for use in training activities), staff members of other MRCs, and OBEMLA staff. In addition, personnel from TEA, area school teachers and supervisors, and graduate students from local universities have come to the Resource Center to peruse materials.

The SEDL/MRC director attended two two-day Information Sharing Meetings, sponsored by OBEMLA, in Washington, D.C. on January 28-29, 1993 and July 7-8, 1993. As a result of formal sharing of information and informal discussions held there, the SEDL/MRC and other MRCs are better prepared to utilize the resources of the MRC network. In addition, over the course of the year, the SEDL/MRC has created a file for each of the MRCs that contains documents and materials distributed by or requested from the various MRCs on their special information gathering area.

IV. FUTURE TRENDS, PLANS, AND UNRESOLVED ISSUES

Future service delivery within Texas must consider (a) the changing characteristics of the Texas public school enrollment, (b) increases in the LEP student population, (c) educational programming for LEP students, and (d) educational developments in teacher training and academic priorities for regular and LEP students.

A. **Public School Enrollment.** In 1986-87, Texas public school enrollment was 3.21 million. In 1992-93, the enrollment reached 3.54 million, an increase of 7.8% over the six-year period. The annual rate of increase of 1.7% is expected to continue.

Anglo public school enrollment has been declining, as a percentage of total enrollment. In 1991-93, Anglo enrollment was 48.4% of total enrollment, while the non-Anglo enrollment reached 51.6%. Non-Anglo enrollment began to exceed Anglo enrollment during 1990-91.

While Anglos account for about 48.4% of total enrollment, Hispanics account for about 34.9%, Blacks 14.3% and Asian/American Indians 2.2%. Hispanic enrollment has increased by 3.6% per year since the 1986-87 school year and now numbers 1.24 million. The Hispanic enrollment has increased by about 41,100 students each year for the last six years.

B. **LEP Student Enrollment.** Over the last five years, the state LEP student enrollment as a percentage of total public school enrollment has increased from 8.4% to 11.3%. In actual numbers, school districts identified 268,264 LEP students in 1985-86 and 398,777 in 1991-92. During the seven-year period, 1985-86 to 1992-93, LEP enrollment in Texas public schools increased by 130,513 students, or 48.7%, an annual increase of 7%, or about 18,650 students.

Among LEP students, Hispanics account for 93%. Asian and other groups account for

the remaining 7%. About 30% of all Hispanic students and 17% of Asians students are classified as LEPs.

C. **Educational Programming for LEP Students**. At the state level, about 48% of Texas LEP students are served in bilingual education programs and 35% in ESL programs. Within Service Area 8, the 194,011 LEPs are served as follows: Bilingual Education Programs 38%, ESL programs 44%, Bilingual/ESL Special Education 6%, and Other Programs 12%. "Other Programs" serve LEP students in regular special education and in regular and the other special programs due to parent denial of bilingual services or unavailability of bilingual/ESL teachers.

Of the 1,065 school districts in Texas, 800 are in Service Area 8. Of these 800, 545 have LEP students. Of the 545, 96 offer bilingual education programs and 449 offer ESL programs. The remaining districts either do not have LEP students or serve the small number of LEP students in other programs.

Bilingual programs must be provided at K-5/6 if at least 20 LEP students from one language group are enrolled at one grade level. ESL programs are mandated at the secondary level and at the elementary level if the enrollment minimum for a bilingual education program is not met.

D. **Educational Developments at the State Level.** Legislative action on school finance has sought alternatives to the distribution of state funds to school districts. The recent legislation seeks to redistribute local funds from richr to poorer districts, However, the redistribution formula may result in a total reduction of funds to districts. It remains to be seen how this redistribution will work, but in 1993-94, districts are having to reduce expenditures, including educational programming.

Regardless, some instructional changes for LEPs have been mandated by the Texas

Education Agency. The changes increase the length of ESL instruction and require higher standards for exiting LEP students. For many districts, the effect will be to increase the length of time that a LEP student spends in a bilingual program. There could also be an increased effort by districts to identify and employ alternative materials and strategies with these students. Also, funding alternatives are being sought.

The persistent needs in regard to serving LEP students are (1) to improve the quality of instruction for LEP students through teacher training in bilingual/ESL education, (2) develop additional bilingual/ESL teachers through regular, endorsement, alternative certification, and staff development programs to serve an annually-increasing number of LEP students, (3) improve the academic and language skills of LEPs, and (4) reduce the dropout rate and improve the number and quality of high-school graduates. To address these needs, the MRC has opted to play a greater role in teacher preparation. In terms of improving academic achievement, the MRC is helping districts to provide enhanced materials and math, science, and problem-solving services and improve the skills of students. TAAS, the new state minimum skills test battery, emphasizes higher-level thinking skills. Also, the new state-level Norm-Referenced Assessment Program for Texas (NAPT) emphasizes math and science applications. The MRC will be called upon to provide special training to districts.

Relevant to Title VII, Texas had 45 Title VII Classroom Instructional Projects (CIPs) in operation during 1992-93 and will probably have the same number in 1992-93. The number of CIPs increased from 27 in 1986-87. Three Developmental Bilingual Projects, the first ever in Texas, began operation in 1992-93. Within Service Area 8, the number of CIPs will increase to 16, as the number of projects in North Texas and East Texas have increased. For 1992-93, Special Alternatives will number 4, Transitional Bilingual projects 11, and Developmental Bilingual projects one. There will also be one non-CIP, the Giddings

Academic Excellence Project.

The SEDL/MRC has been in the forefront of activities that address the persistent needs for training teachers to provide improved services to LEP students. As indicated in the earlier section on "Impact of the MRC," the SEDL/MRC was engaged in a number of activities to improve the quality of instruction through teacher training activities and coordination-collaboration with other agencies which are providing instructional services and support for teachers of LEP students. From the perspective of the SEDL/MRC, the following trends and topics for 1993-94 are identified:

(1) As usual, priority services will be given to working with the 16 or more CIPs, especially the six first-year CIPs, five Transitionals and a Special Alternative. Title VII Projects will receive about 40% of training/technical assistance (T/TA) services. As first-year CIPs are funded, the MRC will be called upon to increase the percentage of services to Title VII projects. Program planning and implementation T/TA sessions will also be in demand for new projects, especially Texas' first three Developmental Bilingual projects.

(2) Non-Title VII districts will receive about 60% of the training and technical assistance (T/TA) services from the MRC during 1993-94. With greater awareness of MRC services and the pressure of the state initiatives to improve LEP students' academic performance, more requests from Non-Title VII districts can be expected. Many smaller districts will seek help in planning for the implementation of new bilingual/ESL programs. Many districts, both smaller and larger that are affected by loss of state funds will seek help with staff development activities from the MRC.

(3) Teacher training sessions will focus heavily on ESL Methods, ESL in the Content Areas, Whole Language, Language Acquisition, Integrated Instruction, Cooperative Learning, Use of Technology, and the America 2000 emphases.

(4) Requests for workshops on Teaching Higher-Order Thinking Skills to LEP students will increase. Workshops will address general reasoning strategies and how to blend these strategies with ESL teaching. The ultimate concern of teachers and their districts will be how well their LEP and Non-LEP students do on the new Texas Assessment of Academic Skills (TAAS) tests.

(5) While science and mathematics instruction and literacy development will continue to be emphasized by districts, the overarching concern for LEP students will be to improve their general reasoning skills so that they can pass the TAAS and enter the regular, mainstream program.

(6) The trend away from one-to-two hour workshops will continue, as districts and teachers press for more intensive training and hands-on assistance in six to eight hour workshops. Demonstration teaching workshops by the SEDL/MRC will be increasing as MRC staff are called more frequently into actual classrooms to work with teachers.

(7) The full day workshop is a reality, both for regular inservice training and in Advanced Academic Training (AAT) programs, whereby teachers earn credits for professional development. Because of AAT, districts are more willing to allow teachers to be away from their classrooms for a full day. Since workshops of less than three hours are typically higher-rated than longer workshops, longer workshops will have to be especially interesting and meaningful to teachers.

(8) More districts will see the value of a series of workshops on a topic, instead of a single session here and there on diverse topics. Staff development programs in districts will request the range of general, specific, and observation/demonstration workshops.

(9) Technical assistance sessions will continue to increase in number and length, as districts call upon the MRC to help with program planning, staff development planning and

proposal planning.

(10) Academic-credit ESL workshops will expand. These workshops are designed to help districts increase the supply of bilingual and ESL teachers and conform to the academic course requirements of institutions. The reality is that most IHEs cannot meet district's needs for evening and weekend courses. Since teachers cannot attend day classes and IHEs don't have staff and resources for off-campus workshops, the SEDL/MRC will provide weekend courses in collaboration with IHEs. To date, eight courses were organized and delivered by the MRC in West and East Texas with support of the IHEs. Other regions of the state are in need of academic credit workshops, such as Central Texas, Northeast Texas, and Northwest Texas.

(11) As districts increasingly design their alternative certification programs and receive approval from the Texas Education Agency, the MRC will be asked to assist in providing the necessary training to train bilingual and ESL teachers.

(12) The MRCs will be "torn" between requests for extensive vs. intensive services, that is, allocating services to districts which want a series of workshops (including AAT and academic-credit courses) versus allocating services to districts who want one or two sessions. The impact of the former is likely to have a greater effect upon teacher and instructional quality, while the impact of the latter is reaching a larger potential audience of teachers who are relatively new to bilingual/ESL education.

(13) Cooperative efforts with the 13 Education Service Centers (ESC) will grow. In addition to Turnkey-type workshop sessions, the MRC may be training Centers to do more and more workshop topics for districts in their regions. The SEDL/MRC has been benefitting from the multiplier effect as Centers do their own training after being trained by the MRC. ESCs are asking for more workshops from the MRC, both on Turnkey and regular topics.

ESC-based training is essential in reaching the numerous smaller districts who are comfortable within their regions and get most of their services through arrangements with the ESCs. Each of the 13 ESCs in Service Area 8 serve about 62 school districts in accounting for the 800 school districts in the Service Area.

(14) The MRC will focus more attention on impacting school administrators in districts that have concentrations of LEP students. The SEDL/MRC-sponsored Texas Superintendents' Leadership Council has been established to address educational issues involving LEP students. Also, Summer Institutes for Principals were held in 1992 and 1993, and a planning team of principals continues to document for the SEDL/MRC the needs of principals. Followup training for the trained principals has been requested by principals. School administrators skilled in organizing and providing services to LEP students are needed throughout the state.

(15) Cooperative workshop presentations in IHEs will continue to grow as the SEDL/MRC staff is recognized for its how-to, practical approach. Workshops requested by IHEs will embrace such topics as ESL materials development, cooperative learning, the whole language approach, and integrated instruction. These workshops will reach bilingual teacher trainees and other teachers in many districts who are enrolled in university courses leading to degrees and endorsement in bilingual/ESL education.

(16) Cooperative relationships with IHEs in providing joint MRC/IHE-taught courses will increase as the SEDL/MRC is recognized as a leading training resource.

(17) Closer working relationships between the two Texas MRCs and the Texas Education Agency may be useful in streamlining services to districts and sharing information and programs. General sharing among MRCs in the nation will expand.

(18) The MRC will provide increasing dissemination assistance on a variety of

innovative programs, such as those in the National Diffusion Network, Title VII Academic Excellence, and State-Identified Exemplary Programs. Also, the MRC will disseminate information on exemplary materials it has identified in school districts through its training efforts.

(19) Greater awareness of Title VII programs and scarce resources in many districts, both large and small, will result in more districts requesting more program/planning and proposal development assistance from the MRCs and TEA. Districts want more "how-to" training in designing programs and preparing proposals. Planning with TEA is needed to encourage and assist more Texas districts to prepare Title VII grants applications and obtain funding. Texas is well behind other large states in the number of Title VII grants.

(20) The MRCs will perform special training in connection with the America 2000 objectives, concerning early childhood education, math/science and problem-solving skills, student retention, and adult literacy development. The adult literacy area is an emerging area for training and is part of the SEDL/MRCs's information-gathering area. Collaborative efforts with businesses, TEA, and other educational and state agencies will be required to accomplish the objectives.

REFERENCES

Texas Education Agency. (June, 1993). *Bilingual education fall survey, 1992-93*. Austin, TX: Author.

Texas Education Agency. (March, 1993). *Bilingual programs in Texas*. Austin, TX: Author.

APPENDICES

APPENDIX A

LEA Needs-Sensing Survey

SEDL/MRC NEEDS-SENSING FORM

Introduction. The SEDL/MRC is authorized to provide services (i.e. information, technical assistance, and training) to educational personnel and parents participating in, or preparing to participate in, programs that serve Limited English Proficient (LEP) students. The SEDL/MRC provides services to both Title VII projects and other projects serving LEP students.

This form solicits your cooperation in helping the SEDL/MRC identify services needed within your district and region. Thank you for your time and consideration in completing this Form.

A. Descriptive Information.

1. District: _____ Respondent: _____

2. Respondent's Title: _____

3. Respondent's Address: _____

4. Respondent's Phone Number/Extension _____

5. Does your District have a Title VII Project? ____No ____Yes
   (If "YES," complete the following; if "No," skip to Item 6)

   a. Starting Date: _____ Number of Funding Year: _____

   b. Grades Served: _____ Approx. Number of Students: _____

6. Does your District have a State Bilingual Program: ____ No ____Yes

   a. Grades Served: _____ Approx. Number of Students: _____

   b. Language Groups: _____

7. Does your District have a State ESL Program: ____ No ____Yes

   a. Grades Served: _____ Approx. Number of Students: _____

   b. Language Groups: _____

8. What are the usual sources of staff training and technical assistance used by your district in connection with the training of teachers, aides, parents and administrators involved in your bilingual and ESL programs?

B. Technical Assistance/Training Needs.

9. What do you see as the major needs of LEP students at various grades or levels in your district during 1992-93?

10. What do you see as the major technical assistance/training needs of various groups, such as parents, teachers, instructional aides, administrators, and others, in connection with District programs for LEP students during 1992-93?

    Parents:

    Teachers:

    Aides:

    Administrators:

    Other:

11. If possible, please indicate the priority activities that you hope to accomplish during the 1992-93 school year in regard to improving instructional services for LEP students and the various groups serving LEP students?

12. What services (information, technical assistance, training) do you see the MRC possibly providing to your Title VII Project during the 1992-93 school year (September-August)?

13. What services (information, technical assistance, training) do you see the MRC possibly providing to your State Bilingual program or State ESL program during the 1992-93 school year?

C. Request for SEDL/MRC Services.

Please use this page to request information, technical assistance, and training (workshops) from the SEDL/MRC. Please indicate:

(a) the nature of the services desired, including the topic and a brief description of the content,
(b) number and type of participants, and
(c) preferred dates (first and second choices).

PLEASE MAIL THE COMPLETED FORM NO LATER THAN NOVEMBER 15, 1993 TO:

SEDL/MRC, Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

A postage free envelope is supplied.

I. Workshops Requested.

II. Information and/or Technical Assistance Requested.

III. Additional comments on the nature of services requested and other agencies or types of agencies about which you would like information.

District:_____ Date: _____

Requestor's Name/Title_____

Type of Project:_____

Phone Number/Extension:_____

THANK YOU FOR YOUR TIME AND CONSIDERATION!

APPENDIX B

SEDL/MRC Service Request and Modification Form

SEDL/MRC Service Request and Modification Form

Date_____ Original Request _____ Date _____ Modification_____
(Initial) (Initial)

Request Made By: _____

Telephone: _____

Workshop Information:

Workshop Date _____ Workshop Time _____

Topic: _____

_____

Presenter _____ Routed to Presenter _____

Sponsor _____

Districts Attending _____

Location (City) _____

Participants _____

Grade Level(s) _____ No. of Participants _____

Year and Funding Source _____

(Check only one) Training _____ Technical Assistance _____

Priority (1, 2, or 3) _____ Turnkey (Y/N) _____ AAT Credit (Y/N) _____

Routed to Judy _____(WS#) Modified by Judy _____
(Initial/Date)

Cost and Scheduling Information

Air Fare _____ Car Rental _____ Mileage _____

Lodging _____ Other _____ Per Diem _____

Consulting _____ In conjunction with another trip _____

_____ _____
(Approved) **(Disapproved)**

Routed to Maggie _____ Entered by Judy _____ _____

TA _____ Consul. Agreement _____ Req. for Consul. Services _____ Packet _____

APPENDIX C

Service Agreement

Sample Service Agreement

SEDL/Multifunctional Resource Center
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701
(512) 476-6861

SERVICE AGREEMENT

The SEDL/Multifunctional Resource Center (SEDL/MRC) will provide to the **********, at no cost to the district for allowable expenditures (see below), the following training/technical assistance sessions:

SEE ATTACHMENT, PRINTOUT DATED ********

Allowable Expenditures: for the above training/technical assistance sessions, no costs will be incurred by the school district for the following:

(a) SEDL/MRC-assigned personnel to conduct the sessions;

(b) allowable travel expenses incurred by the SEDL/MRC-assigned personnel;

(c) materials required by the SEDL/MRC-assigned personnel for the training/technical assistance sessions.

Other expenses anticipated by the school district in the conduct of the above training sessions must be negotiated with the SEDL/MRC in advance.

Procedures: The SEDL/MRC staff will (a) plan with the school district's designated contact person all of the above training/technical assistance sessions; (b) select and assign personnel to conduct the planned sessions; (c) conduct the training/technical assistance sessions as planned; and (d) conduct a participants' evaluation of each training/technical assistance session. On request, the SEDL/MRC will provide oral or written feedback to the district on the outcomes of each of the training/technical assistance session and on perceived needs for further training or assistance for the participants.

School District Responsibilities: To facilitate the conduct of the above training/technical assistance sessions, the school district will:

(a) designate a contact person to plan with the SEDL/MRC-assigned personnel; notify the designated person of her/his assigned roles and responsibilities;

(b) Designate and make local arrangements for facilities in which to hold the training/technical assistance

(c) identify targeted participants for the training/technical assistance sessions; notify the targeted participants of the time, place, and planned content of the training/technical assistance session; facilitate attendance of the targeted participants at the sessions;

(d) if participants are to receive remuneration of any kind (e.g., stipend, travel expenses, released time), advise the participants of the nature of those remunerations and the process for applying for the specified remunerations. *Typically, these expenses will not be provided by the SEDL/MRC.*

(e) notify the SEDL/MRC well in advance if it becomes necessary to make changes of any kind (e.g., dates, content of session (s), number or type of participants) in the scheduled training/technical assistance sessions.

(f) encourage relevant administrative/supervisory personnel to attend and participate in all scheduled training/technical assistance sessions.

(g) complete a one-page questionnaire in late summer that will provide feedback to the SEDL/MRC on the district's perceptions of the quality and utility of the training provided to the school district by the SEDL/MRC.

I HAVE READ THE ABOVE STATEMENTS AND AM IN AGREEMENT WITH THE TERMS AND CONDITIONS SET FORTH.

(Signature):_____(Date):_____
(Name): Betty J. Mace-Matluck
(Title): Director, SEDL/MRC

(Signature):_____(Date):_____
(Name):
(Title):

(Signature):_____(Date):_____
(Name):
(Title):

APPENDIX D

Listing of SEDL/MRC T/TA Sessions for 1992-93

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	PARTICIPANT TYPES	NUM ATT	MEETING TIME
TBD	AUSTIN	AUSTIN	RIVAS, M	AUSTIN ISD	INSTRUCTIONAL PLANNING	TEACHERS	1	12:00-4:00PM
	BAYTOWN	GOOSE CREEK		GOOSE CREEK ISD	DEVELOPING STUDENT WRITING IN ENG/SP. (SECONDARY)	TEACHERS	15	8:30-3:30 PM
	HOUSTON	ALIEF	RIVAS, M	ALIEF ISD	PARENTING SKILLS IN SPANISH	TEACHERS AND PARENTS	30	9:00-12:00
	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	OBSERVING HOW STUDENTS LEARN	TEACHERS	40	8:30-3:30 PM
	PLANO	PLANO	CHAVIRA, R	PLANO ISD	USING TECHNOLOGY IN ESL/BILINGUAL CLASSROOM	TEACHERS	25	8:00-4:00 PM
10/01/92	AUSTIN	TEMPLE	RIVAS, M; LIBERTY, P	TEMPLE ISD	PROGRAM PLANNING	PRINCIPAL & DIRECTOR	2	8:00-4:00PM
10/12/92	HOUSTON	SPRING BRANCH	RIVAS, M	SPRING BRANCH ISD	PARENT INVOLVEMENT FOR SECONDARY	TEACHERS FUNCTIONAL SPANISH AND ESL TEACHERS	10	12:30-1:45PM
10/12/92	HOUSTON	SPRING BRANCH	RIVAS, M	SPRING BRANCH	TEACHING HIGHER ORDER THINKING SKILLS IN SPANISH	FUNCTIONAL SPANISH TEACHERS	10	2:00-3:15 PM
10/16/92	HOUSTON	GALENA PARK	GARZA, MJ	GALENA PARK ISD	PARENTAL INVOLVEMENT	TEACHERS	35	8:30-4:00PM
10/26/92	HOUSTON,	HOUSTON	MATLUCK, B; RIVAS, M	HOUSTON ISD	STAFF DEVELOPMENT PLANNING FOR TRAINER OF TRAINERS	ADMINISTRATORS AND SUPERVISORS FOR BILINGUAL AND CHAPTER I	15	9:00-12:00PM
10/27/92	GALVESTON	GALVESTON	RIVAS, M	GALVESTON ISD	YES, WE KNOW YOUR LEVEL: PRACTICING WHAT WE KNOW ON HOW CHILDREN LEARN	PRE-K & K TEACHERS	15	12:30-4:00PM
10/28/92	GALVESTON	GALVESTON	RIVAS, M	GALVESTON ISD	OBSERVING HOW CHILDREN LEARN	PRE-K & K TEACHERS	15	8:30-3:30PM
11/02/92	PORT ARTHUR	PORT ARTHUR	DAM, L	PORT ARTHUR ISD	ESL METHODS AND TECHNIQUES FOR LEP STUDENTS	ELEMENTARY TEACHERS	30	8:00-11:00AM

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	PARTICIPANT TYPES	NUM ATT	MEETING TIME
11/02/92	PORT ARTHUR	PORT ARTHUR	DAM, L	PORT ARTHUR ISD	ESL METHODS AND TECHNIQUES FOR LEP STUDENTS	ELEMENTARY TEACHERS	30	12:30-3:30PM
11/02/92	PORT ARTHUR	PORT ARTHUR	GIANELLI, M	PORT ARTHUR ISD	ESL METHODS AND TECHNIQUES FOR LIMITED ENGLISH PROFICIENT STUDENTS	ELEMENTARY TEACHERS	30	8:00-11:00AM
11/02/92	PORT ARTHUR	PORT ARTHUR	GIANELLI, M	PORT ARTHUR	ESL METHODS AND TECHNIQUES FOR LIMITED ENGLISH PROFICIENT STUDENTS	SECONDARY TEACHERS	30	12:30-3:30PM
11/04/92	AMARILLO	ESC REGION XVI	MATLUCK, B	AMARILLO ISD, HEREFORD ISD, DUMAS ISD, ESC XVI	SERVICES PLANNING AND TECHNICAL ASSISTANCE FOR NORTHWEST CONSORTIUM ON ESL CURRICULUM DEVELOPMENT	ADMINISTRATORS/ SUPERVISORS	5	11:00-4:00PM
11/12/92	AUSTIN	AUSTIN	MATLUCK, B; LOPEZ, L; RIVAS, M	AUSTIN ISD	STAFF DEVELOPMENT PLANNING	PRINCIPAL, TEACHERS	4	3:00-5:00PM
11/13/92	WACO	ESC REGION XII	HAYES, C	AREA SCHOOLS	ESL STRATEGIES	TEACHERS		8:30-3:00PM
11/19/92	AUSTIN	AUSTIN	GARZA, MJ	AUSTIN ISD	PLANNING FOR USING ESL METHODS AND TECHNIQUES	SECONDARY TEACHERS		8:30-3:00PM
12/01/92	AUSTIN	AUSTIN	LOPEZ, L	AUSTIN ISD	INSTRUCTIONAL PLANNING	TEACHERS		12:00-4:00PM
12/01/92	HOUSTON	HOUSTON	MATLUCK, B; RODRIGUEZ, E	HOUSTON ISD	TRAINER OF TRAINERS SEMINAR; THE NATURE OF LANGUAGE AND LITRACY ACQUISITION AND BILINGUALISM	BILINGUAL/ESL AND CHAPTER 1 AREA SUPERVISORS	35	8:00-3:30
12/02/92	AUSTIN	ALIEF	LIBERTY, P	ALIEF	PROGRAM PLANNING	ADMINISTRATORS	2	10:00-12:00
12/02/92	AUSTIN	SPRING BRANCH	LIBERTY, P	SPRING BRANCH ISD	PROGRAM PLANNING	BIL/ESL/MATH SUPERVISORS	3	11:00-3:00PM
12/02/92	LUBBOCK	ESC REGION XVII	RIVAS, M	AREA SCHOOL DISTRICTS	MAXIMIZING THE DELIVERY OF INSTRUCTION FOR LIMITED ENGLISH	TEACHERS	35	9:00-4:00PM

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	PARTICIPANT TYPES	NUM ATT	MEETING TIME
					PROFICIENT STUDENTS			
12/03/92	AMARILLO	ESC XVI	DAM, L	AMARILLO, DUMAS, HEREFORD, WHEELER, LAZBUDDIE ISD	CURRICULUM PLANNING	TEACHERS	35	9:00-3:30 PM
12/03/92	AUSTIN	TEMPLE	LIBERTY, P	TEMPLE	PROGRAM (PROPOSAL) PLANNING	ADMINISTRATORS & 1 TEACHER	2	1:00-3:00 PM
12/03/92	LUBBOCK	ESC REGION XVII	RIVAS, M	AREA SCHOOLS	COOPERATIVE LEARNING FOR THE LIMITED ENGLISH PROFICIENT STUDENTS	TEACHERS	35	9:00-4:00PM
12/04/92	AUSTIN	ALIEF	LIBERTY, P	ALIEF	PROGRAM PLANNING	ADMINISTRATORS	1	1:00-2:30 PM
12/04/92	AUSTIN	JACKSONVILLE	LIBERTY, P	JACKSONVILLE	PROGRAM PLANNING	ADMINISTRATOR & TEACHER	2	9:30-11:00AM
12/08/92	AUSTIN	AUSTIN	ASHBY, S	AUSTIN	LEARNING CENTERS	TEACHER	1	1:30-4:00PM
12/09/92	AUSTIN	ARLINGTON	LIBERTY, P	ARLINGTON	PROGRAM PLANNING	ADMINISTRATOR	1	1:00-3:00 PM
12/09/92	AUSTIN	PORT ARTHUR	LIBERTY, P	PORT ARTHUR	PROGRAM PLANNING	ADMINISTRATOR	1	9:30-11:00AM
12/10/92	AUSTIN	MRC	MATLUCK, B; RIVAS, M	TEA, MRC SUPT. LEADERSHIP COUNCIL	PLANNING FOR SUPERINTENDENTS LEADERSHIP COUNCIL ACTIVITIES		4	11:00-1:00PM
12/16/92	LUBBOCK	LUBBOCK	REYNA, M	LUBBOCK	SERVICES PLANNING FOR LUBBOCK ISD, SUPT. LEADERSHIP COUNCIL, AND ESC XVII	ADMINISTRATORS & SUPERVISORS	4	10:00-5:00PM
12/18/92	AUSTIN	SPRING BRANCH	LIBERTY, P	SPRING BRANCH	PROGRAM PLANNING	ADMINISTRATOR	1	9:00-10:00AM
12/21/92	AUSTIN	TEMPLE	LIBERTY, P	TEMPLE	PROGRAM PLANNING	ADMINISTRATOR & TEACHER	2	10:00-12:00
12/22/92	AUSTIN	JACKSONVILLE	LIBERTY, P	JACKSONVILLE	PROGRAM PLANNING	TEACHER	1	10:00-12:00
01/04/93	AUSTIN, TEXAS	SPRING BRANCH	LIBERTY, P	SPRING BRANCH ISD	PROPOSAL PLANNING	DIRECTOR/BILINGU	2	9:00-11:00

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	PARTICIPANT TYPES	NUM ATT	MEETING TIME
						AL PROGRAMS AND COUNSELOR		
01/05/93	AUSTIN, TEXAS	JACKSONVILLE	LIBERTY, P	JACKSONVILLE ISD	PROGRAM PLANNING (FIRST PROPOSAL)	TEACHER/CURRICUL UM DIRECTOR	2	2:00-4:00
01/06/93	AUSTIN, TEXAS	GIDDINGS STATE SCHOOL	LIBERTY, P	GIDDINGS STATE SCHOOL	PROGRAM PLANNING (ADOPTER SITES)	PROJECT DIRECTOR	1	10:00-12:00
01/08/93	AUSTIN, TEXAS	GIDDINGS	LIBERTY, P	GIDDINGS ISD	PROPOSAL PLANNING	ASST. SUPERINTENDENT AND TEACHER	2	10:00-12:00
01/11/93	AUSTIN, TEXAS	GIDDINGS	LIBERTY, P	GIDDINGS ISD	PROGRAM PLANNING (SECOND PROPOSAL)	ASST. SUPERINTENDENT AND TEACHER	2	10:00-12:00
01/11/93	AUSTIN, TEXAS	JACKSONVILLE	LIBERTY, P	JACKSONVILLE ISD	PROPOSAL PLANNING (SECOND PROPOSAL)	CURRICULUM DIRECTOR AND TEACHER	2	2:00-4:00
01/11/93	AUSTIN, TX	AUSTIN	RIVAS, M	AUSTIN ISD	INSTRUCTIONAL PLANNING	TEACHER	1	7:45-10:00
01/12/93	AUSTIN, TEXAS	ARLINGTON	LIBERTY, P	ARLINGTON ISD	PROPOSAL PLANNING	DIRECTOR/BIL.ED.	1	8:00-10:00
01/14/93	TEMPLE	TEMPLE	LOPEZ, L	TEMPLE ISD	ESL METHODS & TECHNIQUES	ELEMENTARY TEACHERS	20	8:30-3:30 PM
01/15/93	MARBLE FALLS	MARBLE FALLS	RIVAS, M	MARBLE FALLS	IMPLEMENTING BILINGUAL EDUCATION AT ELEMENTARY: THE ROLES OF TEACHERS	TEACHERS	12	9:00-3:00PM
01/21/93	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	ROUNTABLE DISCUSSION WITH ESL TEACHERS TO FIND WAYS TO IMPROVE EDUCATION	STAFF	20	3:30-6:30 PM
01/21/93	SEMINOLE	SEMINOLE	CHAVIRA, R	SEMINOLE ISD	MODIFICATION OF LESSONS & ESL STRATEGIES FOR LEP STUDENTS	TEACHERS	25	8:30-11:30
01/21/93	SEMINOLE	SEMINOLE	CHAVIRA, R	SEMINOLE ISD	MODIFICATION OF LESSONS & ESL STRATEGIES FOR LEP STUDENTS	TEACHERS	25	12:30-3:30

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MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	PARTICIPANT TYPES	NUM ATT	MEETING TIME
01/22/93	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	5:00-8:00 PM
01/23/93	FT. WORTH	ESC REGION XI	DE KANTER, E	MANSFIELD, ARLINGTON, FT WORTH & WEATHERFORD ISD	ESL & BILINGUAL METHODS & INSTRUCTIONAL STRATEGIES	TEACHERS	15	9:00-4:00PM
01/23/93	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	8:00-1:00 PM
01/25/93	PYOTE, TX	WEST TEXAS STATE SCHOOL	CHAVIRA, R	WEST TEXAS STATE SCHOOL	ESL IN SECONDARY SCHOOL: COOPERATIVE LEARNING	ELEMENTARY AND SECONDARY TEACHERS	30	9:00-3:00
01/26/93	HOUSTON	HOUSTON	RIVAS, M; DAM, L	HOUSTON ISD	TRAINER OF TRAINERS SEMINAR; INSTRUCTIONAL STRATEGIES	BILINGUAL/ESL AND CHAPTER 1 AREA SUPERVISORS	35	8:00-3:30 PM
01/27/93	SUGARLAND, TEXAS	FORT BEND	LIBERTY, P	FORT BEND ISD	PROPOSAL PLANNING: SUMMER SCHOOL PROGRAM FOR LEPS, PK-12	DIRECTORS	2	8:30-4:00 PM
01/29/93	GRAND PRAIRIE	GRAND PRAIRIE	FLOREZ, V	GRAND PRAIRIE	ESL STRATEGIES FOR CHAPTER 1 TEACHERS & PARAPROFESSIONALS	TEACHERS	35	8:00-4:00PM
02/01/93	ALVIN, TX	ALVIN	RIVAS, M	ALVIN ISD	WHOLE LANGUAGE	TEACHERS	15	8:00-3:30
02/03/93	AUSTIN, TX	AUSTIN	ASHBY, S	AUSTIN ISD	THE TWO T'S: TEACHERS & TAAS	TEACHERS	15	3:00-4:00
02/04/93	ABILENE, TEXAS	ABILENE/ESC 14	CHAVIRA, R	ABILENE ISD	MODIFICATION OF INSTRUCTION AND ESL STRATEGIES FOR LEP STUDENTS	TEACHERS	50	8:30-3:30
02/05/93	GRAND PRAIRIE	GRAND PRAIRIE	TORRES-KARNA, H	GRAND PRAIRIE ISD	TEACHING SPANISH READING	TEACHERS	30	1:00-4:00
02/08/93	LEMESA, TX	LAMESA	RIVAS, M	LEMESA ISD	WHOLE LANGUAGE FOR THE BILINGUAL/ESL STUDENT	BILINGUAL/ESL TEACHERS	14	

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02/10/93	AUSTIN	AUSTIN	RIVAS, M	AUSTIN ISD	COOPERATIVE LEARNING		23	8:00-3:00 PM
02/12/93	ARLINGTON	ARLINGTON	GARZA, MJ	ARLINGTON	CONTENT-CLASS MODIFICATION FOR NES-LEP STUDENTS	TEACHERS	35	8:30-3:30PM
02/12/93	HOUSTON	SPRING BRANCH	HAYES, C	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	5:00-8:00 PM
02/13/93	HOUSTON	SPRING BRANCH	HAYES, C	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	8:00-1:00 PM
02/15/93	BAYTOWN	GOOSE CREEK	ASHBY, S	GOOSE CREEK ISD	DEVELOPING STUDENTS' WRITING IN ENGLISH/SPANISH	TEACHERS	25	10:00-4:00PM
02/15/93	DENTON	DENTON	GUADARRAMA, I	DENTON ISD	ESL IN THE CONTENT AREAS	TEACHERS	20	TBD
02/20/93	HUNTSVILLE	SAM HOUSTON STATE UNIVERSITY	BHATTACHARJEE, M	SAM HOUSTON STATE UNIVERSITY	DEVELOPING LITERACY SKILLS IN SPANISH FOR LANGUAGE MINORITY STUDENTS	GRADUATE STUDENTS & TEACHERS	30	9:00-4:00 PM
02/24/93	HOUSTON	NABE	LOPEZ, L	HOUSTON AREA SCHOOLS	HELPING LEP STUDENTS LEARN IN MAINSTREAM CLASSES	SECONDARY	50	1:30-5:30 PM
02/24/93	HOUSTON	NABE	TORRES-KAHNA, H	HOUSTON AREA SCHOOLS	BECOMING AUTHORS IN SPANISH: STUDENTS, TEACHERS AND PARENTS	K-12	50	1:30-5:30 PM
02/25/93	LONGVIEW, TEXAS	LONGVIEW	RODRIGUEZ, E	LONGVIEW ISD	INTEGRATING THE LANGUAGE ARTS IN THE ESL/BILINGUAL CLASSROOM	TEACHERS	30	8:00-3:30
03/01/93	AUSTIN	AUSTIN	FLOREZ, V	AUSTIN ISD	IMPLEMENTING ACCELERATED LEARNING		37	8:00-4:00
03/04/93	DALLAS	DALLAS	MATLUCK, B	DALLAS	PROFESSIONAL DEVELOPMENT SEMINARS PLANNING	ASST. SUPT; BILINGUAL STAFF	4	10:00-3:00PM

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MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	PARTICIPANT TYPES	NUM ATT	MEETING TIME
03/04/93	HOUSTON	HARRIS COUNTY	ORTIZ, A	HARRIS COUNTY DEPT OF ED	CAMPUS PLANNING TO CREATE APPROPRIATE ED. PROGRAMS FOR BILINGUAL LEP SPECIAL ED. STUDENTS	DIAGNOSTICIANS/SUPERVISORS	80	8:00-3:30PM
03/04/93	LONGVIEW, TEXAS	LONGVIEW	RODRIGUEZ, E	LONGVIEW ISD	ESL/BILINGUAL METHODOLOGIES FOR CONTENT AREA TEACHERS	TEACHERS	30	8:00-3:30
03/05/93	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	5:00-8:00 PM
03/05/93	NACOGDOCHES	S.F. AUSTIN STATE UNIVERSITY	CHAVIRA, R	S.F. AUSTIN STATE UNIVERSITY/LEA ADMINISTRATORS	TEACHING STRATEGIES & CULTURAL CHARACTERISTICS OF HISPANIC STUDENTS	IHE FACULTY AND ADMINISTRATORS	50	9:00-3:00
03/05/93	NACOGDOCHES	S.F. AUSTIN STATE UNIVERSITY	SOSA, A	S.F. AUSTIN STATE UNIVERSITY FACULTY AND LEA ADMINISTRATORS	MULTICULTURE EDUCATION AS IT AFFECTS UNIVERSITY FACULTY AND ADMINISTRATORS	IHE FACULTY AND ADMINISTRATORS	50	9:00-3:00
03/06/93	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	8:00-1:00 PM
03/08/93	DENTON	DENTON	GUADARRAMA, I	DENTON ISD	BEYOND THE BASICS	TEACHERS	40	8:30-3:30PM
03/18/93	AUSTIN	MARBLE FALLS	RIVAS, M AND LIBERTY, P	MARBLE FALLS ISD	PLANNING FOR BILINGUAL EDUCATION	DIRECTOR AND ADMINISTRATORS	4	9:00-12:00
03/22/93	DUBLIN, TEXAS	DUBLIN	SOSA, A	DUBLIN ISD	ESL METHODS AND TECHNIQUES (STRESS INSTRUCTIONAL STRATEGIES)	TEACHERS	35	8:30-3:30
03/22/93	HOUSTON	SPRING BRANCH	HEWLETT-GOMEZ, M	SPRING BRANCH ISD	ESL STRATEGIES	TEACHERS	40	3:00-5:30 PM
03/23/93	AUSTIN, TEXAS	AUSTIN	MATLUCK, B	AUSTIN ISD	THEMATIC UNIT DEVELOPMENT	ADMINISTRATORS/TEACHERS	7	3:00-4:30
03/23/93	DUBLIN, TEXAS	DUBLIN	CASAS, L/RIVAS, M	DUBLIN ISD	ESL METHODS & TECHNIQUES	TEACHERS	25	8:30-3:30
03/27/93	DENTON	METROPLEX BEAM	SOSA, A	AREA SCHOOLS	CRITICAL THINKING SKILLS	TEACHERS	100	8:00-4:00

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		CONFERENCE			THROUGH CREATIVE THINKING ACTIVITIES			
03/30/93	WICHITA FALLS, TX	REGION IX ESC/AREA SCHOOLS	MATLUCK, B	WICHITA FALLS ISD/AREA SCHOOLS	PLANNING FOR DUAL LANGUAGE INSTRUCTION	ADMINISTRATORS	15	10:45-5:30
03/31/93	HOUSTON	SPRING BRANCH	RODRIGUEZ, E	SPRING BRANCH ISD	USING CLASSROOM MATERIALS CREATIVELY IN AN ESL CLASSROOM	TEACHERS		3:30-5:30 PM
04/01/93	ALVIN	ALVIN	RIVAS, M	ALVIN ISD	INTEGRATED CURRICULUM	TEACHERS	30	8:00-3:00 PM
04/01/93	DALLAS	DALLAS	MATLUCK, B; STAFF	DALLAS	PROFESSIONAL DEVELOPMENT SEMINAR I	CAMPUS TEAMS	210	8:00-4:00PM
04/02/93	DALLAS	DALLAS	MATLUCK, B; STAFF	DALLAS	PROFESSIONAL DEVELOPMENT SEMINAR I (CONTINUED)	CAMPUS TEAMS	210	8:00-4:00PM
04/02/93	PYOTE	WEST TEXAS STATE SCHOOL	RODRIGUEZ, J	WEST TEXAS STATE SCHOOL	COORDINATION WITH PARENTS; WORKING WITH TEACHERS	CASEWORKERS, COUNSELORS & ADMINISTRATORS	30	TBD
04/21/93	GARLAND	GARLAND	MATLUCK, B	GARLAND ISD	STAFF DEVELOPMENT PLANNING	ADMINISTRATORS	3	10:00-12:00
04/22/93	DALLAS	DALLAS	MATLUCK, B; STAFF	DALLAS ISD	PROFESSIONAL DEVELOPMENT SEMINAR II	CAMPUS TEAMS	210	8:00-4:00 PM
04/23/93	DALLAS	DALLAS	MATLUCK, B; STAFF	DALLAS	PROFESSIONAL DEVELOPMENT SEMINAR II (CONTINUED)	CAMPUS TEAMS	210	8:00-4:00PM
04/23/93	HOUSTON	SPRING BRANCH	RIVAS, M	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	5:00-8:00 PM
04/23/93	LUFKIN	LUFKIN	GARZA, M.J.	LUFKIN ISD	CURRENT TRENDS IN ESL	BILINGUAL TEACHERS	25	8:00-3:15
04/24/93	HOUSTON	SPRING BRANCH	RIVAS, M	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	8:00-1:00 PM
04/27/93	LUFKIN	LUFKIN	RIVAS, M	LUFKIN	COMMUNICATING IN A TEAM	TEACHER	20	1:00-3:30

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04/27/93	LUFKIN	LUFKIN	RIVAS, M	LUFKIN	LOS ANOS DE RAICES Y DE ALAS	ASSISTANTS PARENTS	35	6:00-8:30PM
04/30/93	PYOTE	WEST TEXAS STATE SCHOOL	GIANELLI, M	W.T.C.H.	IDENTIFYING AND INSTRUCTING LEP STUDENTS	ELEMENTARY/SECONDARY TEACHERS/PARAPROFESSIONALS	30	8:30-3:45
05/07/93	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	5:00-8:00 PM
05/08/93	HOUSTON	SPRING BRANCH	MATLUCK, B	SPRING BRANCH ISD	IHE COURSE: LITERACY ACQUISITION IN ENGLISH AS A SECOND LANGUAGE	SECONDARY TEACHERS	30	8:00-1:00 PM
05/13/93	AUSTIN	AUSTIN	CASAS, L	AUSTIN	ESL IN THE CONTENT AREAS-SECONDARY	TEACHERS	10	9:00-1:00
05/14/93	GIDDINGS	GIDDINGS STATE SCHOOL	LIBERTY, P.	VARIOUS	PLANNING FOR DISSEMINATION OF ACADEMIC EXCELLENCE PROJECTS	ADMINISTRATORS/TEACHERS	20	8:30-12:00
05/31/93	LUFKIN, TEXAS	LUFKIN	CHAVIRA, R.	LUFKIN ISD	TEACHING STRATEGIES & CULTURAL CHARACTERISTICS OF HISPANIC STUDENTS	TEACHERS	35	8:30-3:30
06/01/93	BAYTOWN, TEXAS	GOOSE CREEK	TEJADA, E	GOOSE CREEK ISD	LEARNING CENTERS	TEACHERS	20	8:30-3:30
06/02/93	BAYTOWN	GOOSE CREEK	TEJADA, E	GOOSE CREEK	DEVELOPING ORAL LANGUAGE	TEACHERS		8:30-3:30
06/02/93	LOCKHART	LOCKHART	CASAS, L	LOCKHART	ESL METHODS FOR SECONDARY CONTENT AREA TEACHERS	TEACHERS	15	8:30-3:30 PM
06/03/93	LOCKHART	LOCKHART	GARZA. C	LOCKHART	REFRESHER ON SPANISH FOR BILINGUAL TEACHERS	TEACHERS	10	8:30-3:30 PM
06/08/93	GRAND PRAIRIE	GRAND PRAIRIE	CANALES, J	GRAND PRAIRIE	ADMINISTRATORS TRAINING IN LANGUAGE ACQUISITION	ADMINISTRATORS		8:30-11:30
06/08/93	SUGAR LAND	FORT BEND	HARRIS, P	FORT BEND	ESL STRATEGIES FOR TEACHING LEP STUDENTS	TEACHERS	20	8:00-4:00

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06/09/93	SUGAR LAND	FORT BEND	HARRIS, P	FORT BEND	ESL STRATEGIES FOR TEACHING LEP STUDENTS	TEACHERS	20	8:00-4:00
06/14/93	LUBBOCK	ESC REGION XVII	RIVAS, M	LUBBOCK ISD AND SURROUNDING LEA'S	ORAL LANGUAGE DEVELOPMENT	TEACHERS	30	8:30-3:30
06/15/93	LUBBOCK, TEXAS	ESC REGION XVII	RIVAS, M	LUBBOCK ISD	ORAL LANGUAGE DEVELOPMENT	TEACHERS	30	8:30-3:30
06/16/93	LUBBOCK	ESC REGION XVII	RIVAS, M	LUBBOCK ISD	ORAL LANGUAGE DEVELOPMENT	TEACHERS	30	8:30-3:30
06/16/93	PYOTE	WEST TEXAS STATE SCHOOL	RODRIGUEZ, J	WEST TEXAS STATE SCHOOL	CULTURAL AWARENESS; SENSITIVITY AND BEYOND	TEACHERS, AIDES, & ADMINISTRATORS	30	TBD
07/01/93	AUSTIN	GIDDINGS	LIBERTY, P.	GIDDINGS	EARLY CHILDHOOD PROPOSAL PLANNING	ADMINISTRATORS	3	8:00-12:00
07/01/93	GARLAND	GARLAND	MATLUCK, B	GARLAND	STAFF DEVELOPMENT PLANNING	ADMINISTRATORS	6	10:30-3:00
07/15/93	AUSTIN	GARLAND	MATLUCK, B.	GARLAND	STAFF DEVELOPMENT PLANNING	ADMINISTRATOR	1	8:30-3:00
07/22/93	PYOTE	WEST TEXAS STATE SCHOOL	LIBERTY, P.	WEST TEXAS STATE SCHOOL	PROGRAM PLANNING FOR ADMINISTRATORS	ADMINISTRATORS	3	8:30-3:30
07/23/93	FORT WORTH	ESC REGION XI	DAM, L	ALTERNATIVE CERTIFICATION INTERNS IN BILINGUAL/ESL	INSTRUCTIONAL STRATEGIES	INTERNS	12	9:00-4:00
07/23/93	PYOTE	WEST TEXAS STATE SCHOOL	LIBERTY, P.	WEST TEXAS STATE SCHOOL	PROGRAM PLANNING WITH STAFF	TEACHERS	6	8:30-3:30
08/05/93	GARLAND	GARLAND	MATLUCK, B.	GARLAND	IMPLEMENTATION OF STAFF DEVELOPMENT PLAN	ADMINISTRATORS	15	10:00-4:00
08/06/93	HOUSTON	ESC REGION IV	GARZA, C.	REGION IV AREA SCHOOLS	PARENT INVOLVEMENT FOR ADMINISTRATORS	ADMINISTRATORS	28	8:30-12:00
08/16/93	GRAND PRAIRIE	GRAND PRAIRIE	GARZA, M.J.	GRAND PRAIRIE	USING DEVELOPMENTALLY APPROPRIATE PRACTICES	TEACHERS AND AIDES	16	8:00-12:00
08/19/93	AUSTIN	AUSTIN	CASAS, L.	AUSTIN	ESL IN THE CONTENT AREAS	TEACHERS	30	8:30-11:30

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08/19/93	AUSTIN	AUSTIN	CASAS, L.	AUSTIN	ESL IN THE CONTENT AREAS	TEACHERS	30	1:00-4:00
08/19/93	AUSTIN	AUSTIN	RIVAS, M.	AUSTIN	INTEGRATED LANGUAGE TEACHING	TEACHERS	30	8:30-11:30
08/19/93	AUSTIN	AUSTIN	RIVAS, M.	AUSTIN	INTEGRATED LANGUAGE TEACHING	TEACHERS	30	1:00-4:00
09/03/93		SEMINOLE	RIVAS, M.	SEMINOLE	CULTURAL AWARENESS	STAFF & COMMUNITY LEADERS		11:00-4:00
09/03/93	SEMINOLE	SEMINOLE	GARZA, C.	SEMINOLE	CULTURAL AWARENESS	STAFF & COMMUNITY LEADERS	10	11:00-4:00
09/03/93	SEMINOTE	SEMINOLE	MATLUCK, B.	SEMINOLE	CULTURAL AWARENESS	STAFF AND COMMUNITY LEADERS	10	11:00-4:00
09/09/93	HOUSTON	SPRING BRANCH	ORTIZ, A.	SPRING BRANCH	IDENTIFICATION & INTERVENTION TECHNIQUES FOR HISPANIC STUDENTS	TEACHERS	60	8:00-3:30
09/14/93	AMARILLO	ESC REGION XVI	RIVAS, M/WHITE, K.	AMARILLO AREA SCHOOLS	INTEGRATING INSTRUCTION	TEACHERS		8:00-4:00
09/15/93	ARLINGTON	ARLINGTON	CASAS, L.	ARLINGTON	ESL TECHNIQUES	TEACHERS	20	9:00-3:30
09/15/93	WACO	ESC REGION XII	RICHARDS, R/JONES, V	WACO AREA SCHOOLS	INTEGRATING INSTRUCTION	TEACHERS	30	8:00-4:00
09/20/93	HUNTSVILLE	ESC REGION VI	MCFARLAND, K./RIVAS, M.	ESC REGION VI SURROUNDING DISTRICTS	INTEGRATED LANGUAGE INSTRUCTION	TEACHERS	25	8:30-4:00
09/23/93	KILGORE	ESC, REGION VII	DALY, D.	KILGORE AREA SCHOOLS	INTEGRATING INSTRUCTION	TEACHERS	50	8:00-4:00
09/25/93	GARLAND	GARLAND	ASHBY, S.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE - SESSION I	ADMINISTRATORS, COUNSELORS, TEACHERS	30	8:30-4:00
09/25/93	GARLAND	GARLAND	CASAS, L.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL	ADMINISTRATORS, COUNSELORS,	30	8:30-4:00

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	PARTICIPANT TYPES	NUM ATT	MEETING TIME
					INSTITUTE-SESSION I	TEACHERS		
09/25/93	GARLAND	GARLAND	GUADARRAMA, I.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE-SESSION I	ADMINISTRATORS, COUNSELORS, TEACHERS	30	8:30-4:00
09/25/93	GARLAND	GARLAND	MATLUCK, B.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE - SESSION I	ADMINISTRATORS, COUNSELORS, TEACHERS	120	8:30-4:00
09/25/93	GARLAND	GARLAND	RIVAS, M.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE-SESSION I	ADMINISTRATORS, COUNSELORS, TEACHERS	30	8:30-4:00

APPENDIX E

Turnkey Workshop Agenda and Evaluation Data

Education Service Center
Turnkey Workshop

"Integrated Instruction for Limited English Proficient Students"

Sponsored by
Southwest Educational Development Laboratory
Multifunctional Resource Center
Service Area 8
May 20 - 21, 1993
Austin, Texas

Title VII Office of Bilingual Education and Minority Languages Affairs
U.S. Department of Education

SEDL/MRC
Objectives

- To provide training and technical assistance to school personnel and parents involved in bilingual education and other special language assistance programs

- To gather and provide information on English Literacy for Limited English Proficient Students

- To coordinate activities with and among programs and agencies that provide services to LEP students

Multifunctional Resource Center
Staff

Betty J. Mace-Matluck, Director
Suzanne Ashby, Training/Technical Assistance Associate
Linda Casas, Training/Technical Assistance Associate
Cris Garza, Senior Training/Technical Assistance Associate
Paul Liberty, Senior Evaluation Associate
Maggie Rivas, Senior Training/Technical Assistance Associate
Gerald Shipley, MIP Intern
Judy Waisath, Administrative Assistant

Agenda

SEDL/MRC Education Service Center Turnkey Workshop
May 20-21, 1993
Southwest Educational Development Laboratory
Fourth Floor, Room 400

Thursday, May 20, 1993

1:00 - 1:30	**Welcome, Introductions, and Goal Setting** *Dr. Betty J. Mace-Matluck* *SEDL/MRC*
1:30 - 2:30	**Interdisciplinary Teaching and Learning** *Dr. Viola Flórez* *Texas A&M University*
2:30 - 2:45	**Break**
2:45 - 3:45	**TEA Update** *Dr. Elisa Gutiérrez* *Texas Education Agency*
3:45 - 4:45	**Integrating Spanish Language into the Curriculum** *Dr. Gonzalo Ramírez, Jr.* *Lamesa ISD*
4:45 - 5:00	**Tour of the MRC Facilities**

Friday, May 21, 1993

8:00 - 8:30	**Coffee, Juice, Rolls, and Conversation**
8:30 - 10:00	**Overview of the Integrated Language Teaching Model** *Ms. Maggie Rivas* *SEDL/MRC*
10:00 - 10:15	**Break**
10:15 - 11:30	**Local Effort at Developing Integrated Instructional Materials** *Ms. Kay White* *ESC Region XVI*
11:30 - 12:00	**Catered Lunch**
12:00 - 1:00	**Putting It All Together: An Integrated Approach** *Ms. Jo Ann Brown* *ESC Region IV*
1:00 - 2:30	**Technology and the Thinking Curriculum** *Ms. Juanita Alba* *Apple Computer, Inc.*
2:30 - 2:45	**Take Home Treats; Wrap-up; Evaluation**

MRC Service Area 8

ESC Contact	Education Service Center	Director
Jo Ann Brown	Region IV Houston	William McKinney
Sherry Goth	Region V Beaumont	Robert E. Nicks
Katie McFarland	Region VI Huntsville	Bobby Roberts
Patricia Jackson	Region VII Kilgore	Donald J. Peters
Leroy Hendricks	Region VIII Mt. Pleasant	Scott Ferguson
Arnold Wuthrich	Region IX Wichita Falls	Jim O. Rogers
Arnie Molina	Region X Richardson	Joe T. Farmer
Barbara Tyson	Region XI Fort Worth	R.P. Campbell, Jr.
Barbara Brunson	Region XII Waco	Harry Beavers
Royce King	Region XIII Austin	Roy Benavides
Mary J. Northup	Region XIV Abilene	Terry Harlow
Kay White	Region XVI Amarillo	James L. Holmes
María Mora Gamble	Region XVII Lubbock	Joe Neely

Multifunctional Resource Center
Staff Associates

Phap Dam	Dallas ISD	Dallas, TX
Ann Estrada	Midwestern State University	Wichita Falls, TX
Viola Flórez	Texas A & M University	College Station, TX
Mary J. Gill	West Texas State University	Canyon, TX
Irma Guadarrama	Texas Woman's University	Denton, TX
Alba Ortiz	University of Texas at Austin	Austin, TX
Sylvia C. Peña	University of Houston	Houston, TX
William Pulte	Southern Methodist University	Dallas, TX
Carlos Rodríguez	S.W.Texas State University	San Marcos, TX
Elvia Ana Rodríguez	S. F. Austin State University	Nacogdoches, TX
Alonzo Sosa	East Texas State University	Commerce, TX

Evaluation Report for the
Annual Turnkey Workshop
May 20-21, 1993

I. Introduction. The annual turnkey workshop for education service center (ESC personnel, held in Austin, was attended by 10 persons who represented 8 of the 13 ESCs in the MRC-North Region. The topic was "Integrated Instruction for LEP Students."

Nine individuals provided completed evaluation forms at the conclusion of the workshop. A copy of the form is attached.

II. Background Information. The nine individuals stated that the topic reflected a high level of need within their regions, assigning a mean value of 2.8 (maximum = 3.0) to the need item.

The individuals also noted that the topic is within their work responsibility, assigning a mean value of 4.6 (maximum 5.0) on the "relevance of topic to work responsibility" item.

Finally, on a 1-5 scale, the responding individuals indicated that they had some background, mean of 3.3, in the topic area (maximum = 5.0)

III. General Ratings. The mean ratings for the seven (7) general items, numbers 4-10, are shown below. For these items, the scale ranged from 0 (low) to 4 (high).

4.	Workshop was appropriate	4.0
5.	Organization of workshop	3.9
6.	Quality of handouts	3.9
7.	Effectiveness of presenters	3.9
8.	Workshop was useful	4.0
9.	Overall quality of workshop	4.0
10.	Workshop prepared you to provide training for teachers	3.8
	Overall Mean	3.9

The overall results indicated that the workshop was perceived a being highly appropriate and effective, regardless of the participants background in the topical area.

IV. Topic and Activity Ratings. The respondents also rated the individual topics and activities on "usefulness," item 11a-j, using the 0-4 scale.

11a.	Interdisciplinary teaching and learning	4.0 (N=8)
11b.	TEA Update	3.4 (N=7)
11c.	Integrating Spanish language into	3.8 (N=8)

11d.	Overview of the Integrated language model	3.8
11e.	Local effort in developing integrated instructional materials	3.7
11f.	Putting it all together: an integrated approach	4.0
11g.	Technology and the thinking curriculum	4.0
11h.	Informal sharing with colleagues	4.0
11i.	(Optional: materials)	4.0 (N=1)
11j.	(Optional: accommodating, friendly)	4.0 (N=1)
	Overall Mean	3.9

The overall mean topic rating was 3.9 (maximum = 4.0). Six of the 10 ratings were rated 4.0. The lowest rating occurred on the TEA update (3.4), where several respondents indicated that they already knew the information. Intermediate ratings of 3.7 and 3.8 were assigned to three topics, 11c-e. These ratings were still very high.

V. Other Comments. Three individuals provided additional comments (item 12) and four persons commented on their desire for additional assistance (item 13).

Item 12 Comments:
Thank you; thank you; thank you.
Great ideas for sharing and for implementing
The quality of the materials seems excellent!

Item 13 Comments:
More hands on activities and sharing/planning time
English Everywhere - one full set
More on technology and software
How do I find the time!! Everything--materials, snacks, lunch--was great!

VI. Followup. In the wrap-up session, the discussion focused upon the need for more planning and working time during the Workshop for participants. The group felt that this additional time would help them integrate, organize, and prepare materials for the eventual followup turnkey sessions. Consequently, Dr. Betty Mace-Matluck mentioned that an additional half-day would be added to the Turnkey workshop next year, making it a full two-day workshop.

SEDL/MRC
ESC TURNKEY WORKSHOP
EVALUATION FORM

WORKSHOP TOPIC: Integrated Instruction for LEP Students DATE: 5/20-21/93

LOCATION: SEDL/MRC, Austin, Texas PRESENTERS: Multiple

JOB TITLE: _____

1. What is the level of need within your ESC region for training programs that address "integrated instruction for Limited English Proficient students"?

   Great Need Moderate Need Low Need

2. How relevant is this topic to your work responsibility?

   Very Much Much Somewhat Little Very Little

3. Before the Workshop, how much background did you have in this topic area?

   Very Much Much Some Little Very Little

4. How appropriate was the Workshop for you? Low 0 1 2 3 4 High

5. How do you rate the organization of the Workshop? Low 0 1 2 3 4 High

6. How do you rate the quality of the handouts? Low 0 1 2 3 4 High

7. How do you rate the effectiveness of the presenters? Low 0 1 2 3 4 High

8. How useful was the Workshop to you? Low 0 1 2 3 4 High

9. How do you rate the Overall Quality of the Workshop? Low 0 1 2 3 4 High

10. How well did the Workshop prepare you to provide training for teachers serving language minority students? Low 0 1 2 3 4 High

11. How useful was each of the workshop topics and activities in helping you provide training for educators serving language minority students?

a. Interdisciplinary Teaching and Learning (Flórez)	Low	0	1	2	3	4	High
b. TEA Update (Gutiérrez)	Low	0	1	2	3	4	High
c. Integrating Spanish Language into the Curriculum (Ramírez)	Low	0	1	2	3	4	High
d. Overview of the Integrated Language Model (Rivas)	Low	0	1	2	3	4	High
e. Local Effort in Developing Integrated Instructional Materials (White)	Low	0	1	2	3	4	High
f. Putting It All Together: An Integrated Approach (Brown)	Low	0	1	2	3	4	High
g. Technology and the Thinking Curriculum (Alba)	Low	0	1	2	3	4	High
h. Informal Sharing with Colleagues	Low	0	1	2	3	4	High
i. Other:_____	Low	0	1	2	3	4	High
j. Other:_____	Low	0	1	2	3	4	High

12. As desired, please provide additional comments on any or all of the items above.

_____

_____

13. What, if any, additional training, assistance, or materials would you like to have in order to implement a turnkey workshop within your ESC Region?

_____

_____

APPENDIX F

Coordination Agencies, Specimen Coding Form, Coordination Levels, and Sample Record

List of Types of Coordination Agencies

Title VII

Part A: Classroom Instructional Projects (45)
Part B: Non-Classroom Instructional Projects (7)
Part B: Research and Evaluation Section (RES), OBEMLA (1)
Part B: State Education Agency Grantee (Texas Education Agency, Department of Bilingual Education) (1)
Part B: EAC-East (Evaluation Assistance Center-East) (1)
Part B: Educational Statistics (NCES activities) (1)
Part B: National Clearinghouse for Bilingual Education (1)
Part B: Research Contractors, OBEMLA (18)
Part C: Training Grantees (EPDT, SST, TDI, F) (25)
Part C: Multifunctional Resources Centers (15 others)
Part D: OBEMLA Administration (1)

11 types of agencies; 116 entities

Non-Title VII-State

School Districts with State Bilingual/ESL Projects (768)*
School Districts with Neither Bilingual nor ESL Projects (297)*
Texas Education Agency, Other Divisions/Programs (10)
Region Education Service Centers (20)
IHE Bilingual/ESL Teacher Training Institutions (16)
Even Start Projects (13)
Texas Dropout Prevention Clearinghouse (1)
State Facilitator Project, National Diffusion Network (1)
Texas Department of Mental Health and Mental Retardation, Division of Multicultural Services (1)
Texas Department of Housing and Community Services (1)
Professional Associations
- Texas Association of Bilingual Education (1)
- Texas Association of Bilingual Education Regional Affiliates (18)
- TexTESOL Association (1)
- Texas Association for the Education of Young Children (1)

Private Associations
- Texas Private School Accreditation Commission (TEPSAC) (1)
- Texas Coalition for Safety Belts (1)
- Center for the Prevention and Recovery of Dropouts (1)
- Corporate Child Development Fund (1)
- Governor's Head Start Collaboration Project (1)

* = these school districts are not included in count of entities below.

19 types of agencies; 91 entities

NON-TITLE VII-Regional/National

Office of Educational Research and Improvement (OERI) (23)
- Regional Educational Laboratories - 9
- Research and Development Centers - 14

OERI, Educational Resources Information Clearinghouses (ERIC) (16)
Chapter I Technical Assistance Center, Region E, Denver, Colorado (1)
Refugee Assistance Projects, Office of Refugee Resettlement,
Department of Health and Human Services (1)
Chapter I Migrant Education Program Development Center (Central Stream) (1)
Desegregation Technical Assistance Center, Region VI, San Antonio, Texas (1)
National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE),
Office of Adult and Vocational Education (1)
American Indian Resource and Evaluation Center, Region V, Plains Region, Norman, Oklahoma (1)
Head Start, Office of Human Development Services, ACYF, Washington, D.C. (1)
National Professional Associations
National Association of Bilingual Education (1)
National TESOL Association (1)
National Association for the Education of Young Children (1)
Center on Education and Training for Employment, Ohio State University, Columbus, Ohio (1)
Southwest Center for Drug Free Schools, Austin, Texas (1)
National Dissemination Centers (formerly Evaluation, Dissemination, and Assessment Centers
(EDACs), which continue to disseminate materials produced in two of the three former
EDACs; at Fall River, Massachusetts and Los Angeles, California (2)
Adult Education Clearinghouse, Texas A&M University (1)
Job Corps Centers, U.S. Department of Labor, Texas sites (4)
National Center for Children in Poverty, Columbia University
Vocational Needs Clearinghouse for Special Populations, Texas A&M University (1)
National Clearinghouse on Literacy Education (An Adjunct ERIC Clearinghouse (1)
National Center for Family Literacy, Louisville, Kentucky (1)

20 types of agencies; 61 entities

TOTALS: 50 types of agencies; 269 entities

Exhibit 1
COORDINATION RESOURCES FILE CODING FORM (Rev.)

I. Name of Agency:
II. Address:
III. Funding Source:
IV. Service Area:
V. Type of Agency:
VI. Contact Person/Phone Number:
VII. Coordination Level:
VIII. Descriptors:

A. Recipients
1. Administrators
2. Supervisors
3. Teachers
4. Parents
5. Students

B. Services
6. Information
7. Consultations (technical assistance)
8. Workshops (training)
9. Materials (curriculum/instruction)

C. Type of Services
10. Education
11 Health (including mental health)
12. Welfare

D. Topics
13. ESL
14. English language acquisition
15. Native language learning
16. Evaluation
17. Program management
18. Classroom management
19. Curriculum
20. Instructional methods
21. Parent/Community
22. Cultural awareness

IX. Narrative
A. Purpose
B. Training Topics
C. Organization
D. Approach

X. Coordination Activities
XI. Planned Activities

SEDL/MRC's Coordination Levels

Coordination activities with agencies/programs are classified into five (5) levels, which are cumulative and ordered from 1 (least activity) to 5 (most activity).

Level 1: MRC exchanges brochure and other introductory materials with Agency. This level is essentially a startup activity or one-time activity.

Level 2: MRC exchanges information, on a continuing basis, with Agency. While information-sharing (bulletins, newsletters, etc.) is conducted, no understanding exists for collaborative activity.

Level 3: MRC and Agency are able to call upon each other to supply certain training materials. MRC utilizes materials of other Agency in providing training and technical assistance.

Level 4: MRC and Agency are able to call upon each other to supply certain training materials. MRC utilizes materials of other Agency in providing training and technical assistance.

Level 5: MRC and Agency jointly participate in training and technical assistance activities. MRC may call upon Agency for personnel and materials, such as with the SEA and the Evaluation Assistance Center.

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